

## Transforming Arabic for Specific Purposes: Pedagogical Reconstruction for Constitutional Law Students in Islamic Higher Education

Renti Yasmar<sup>1</sup>  

Mohamed Turkey<sup>2</sup>  

Bambang Irawan<sup>3</sup>  

<sup>1</sup> Institut Agama Islam Negeri Curup, Indonesia <sup>2</sup> Ankara University, Turkey <sup>3</sup> Universitas Islam Negeri Jurai Siwo Lampung, Indonesia

American Psychological Association 7th Edition Style Citation

Correspondence Author : Renti Yasmar [rentiyasmar@iaincurup.ac.id](mailto:rentiyasmar@iaincurup.ac.id)

### Article History

Received 10 March 2026

Revised 1 April 2026

Accepted 10 April 2026

### Keywords

Arabic for Specific Purposes;  
Legal Arabic; Disciplinary  
Literacy; Contextual  
Pedagogy; Islamic Higher  
Education

### Subjects

Arabic Language Education;  
Arabic for Specific Purposes;  
Applied Linguistics

### Article Structure

[Introduction](#)

[Method](#)

[Findings and Discussion](#)

[Conclusion](#)

[References](#)

### Abstract

Arabic language teaching in many Islamic higher education institutions remains dominated by a general language approach oriented toward everyday communication, while students in non-language disciplines such as law require discipline-specific terminology and academic discourse. This study examines how Arabic instruction can be pedagogically reconstructed to support legal academic literacy among Constitutional Law students. Using a qualitative case study design, the research was conducted in the Constitutional Law Study Program at IAIN Curup, Bengkulu, through classroom observation, interviews, and instructional document analysis. The findings show that the reconstruction occurred in three main aspects: the integration of constitutional and legal terminology into teaching materials, the reframing of sentence contexts from everyday topics to legal-academic issues, and the use of thematic dialogue practice related to legal discourse. This reconstruction led to greater student engagement, stronger awareness of the relevance of Arabic to legal studies, and a shift from general language learning toward discipline-based academic literacy. Unlike much of the existing ASP literature, which often emphasizes linguistic mastery alone, this study highlights Arabic for Specific Purposes as a pedagogical framework for linking language learning with disciplinary knowledge practices in Islamic higher education.



© 2026 The Author(s). Published by Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, Indonesia

This is an Open Access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

## A. Introduction

Arabic language teaching in many Islamic higher education institutions remains dominated by a general language approach that is insufficiently connected to students' discipline-specific academic needs. In practice, instructional materials often focus on basic communicative competencies such as self-introduction, daily activities, and social expressions, which are not directly related to students' fields of study (Ashari et al., 2024; Ritonga et al., 2020; Rostandi et al., 2025). This condition becomes particularly problematic for students in non-language disciplines such as law, who require the ability to comprehend academic texts and legal terminology in Arabic. Research on English for Specific Purposes has shown that a mismatch between language materials and disciplinary needs may hinder the development of students' academic literacy. Other studies have likewise emphasized that language teaching in higher education becomes more effective when language is positioned as a tool for understanding knowledge practices within a particular field of study (Jamil et al., 2024; Kamal, 2025; Ritonga et al., 2020; Sopian et al., 2025). Studies on disciplinary literacy further demonstrate that students need mastery of field-specific academic language in order to understand argumentative structures and technical terminology within their disciplines (Wingate, 2026). This situation indicates a gap between current practices in Arabic language teaching in Islamic higher education and students' academic literacy needs in specific disciplines.

The academic literature on discipline-based language teaching has shown significant development in the field of English for Specific Purposes, but research that specifically addresses Arabic for Specific Purposes remains relatively limited (Al-Mallahma, 2026; Ghani et al., 2019; Golfetto, 2020; Iksan et al., 2019). Most studies in English for Specific Purposes emphasize the importance of integrating language with academic or professional contexts in order to enhance the relevance of learning for students. This approach views language not merely as a linguistic system, but also as a means of understanding knowledge practices within particular academic communities (Lipaev & Alekseeva, 2018; Mačianskienė & Bijeikienė, 2018). Flowerdew (2025) have shown that the use of disciplinary discourse in language teaching helps students understand argumentative structures and academic genres within their fields of study. Other studies have likewise emphasized that integrating language with academic practices enables students to develop deeper academic literacy in higher education contexts (Rose & McKinley, 2025; Wingate, 2026). In addition, recent scholarship in English for Academic Purposes confirms that discipline-based language teaching can strengthen the connection between linguistic competence and conceptual understanding in specific fields of knowledge (Calvo et al., 2020; Gee & Handford, 2013; Shahmirzadi, 2019). Although the literature on English for Specific Purposes has developed rapidly, research that specifically explores the pedagogical reconstruction of Arabic for Specific Purposes in the context of Islamic higher education remains limited and requires more in-depth empirical investigation.

This study aims to address the gap in research on the pedagogical reconstruction of Arabic for Specific Purposes in the context of Islamic higher education, particularly for students in the field of law. Although English for Specific Purposes has been extensively developed across various academic disciplines, its application to Arabic language teaching remains relatively limited, especially in non-

language disciplines such as law. Most studies on Arabic language teaching in higher education still focus on the mastery of linguistic structures or general communication rather than on the development of discipline-specific academic literacy. Research on English for Specific Purposes has shown that language teaching integrated with specific academic needs can enhance the relevance of learning and student engagement in the learning process (Anthony, 2018). Other studies have emphasized that the development of academic literacy in higher education requires the integration of language, disciplinary discourse, and knowledge practices within particular fields of study (Hyland & Jiang, 2021). However, research that specifically explores how language pedagogy can be reconstructed to integrate Arabic with disciplinary needs remains very limited in the language education literature. This study seeks to fill that gap by analyzing how pedagogical reconstruction can connect Arabic language teaching with the academic literacy needs of law students in the context of Islamic higher education.

The main argument of this study is that the pedagogical reconstruction of Arabic for Specific Purposes enables Arabic to be positioned as a medium for the development of discipline-specific academic literacy in Islamic higher education. The integration of legal terminology, the adaptation of sentence contexts, and dialogue practice based on legal discourse demonstrate that language can function as a means of understanding concepts and knowledge practices within the discipline of law. This approach positions language not merely as an object of linguistic learning, but as an epistemic instrument in the academic learning process. Research on disciplinary literacy has shown that language teaching connected to disciplinary practices helps students understand knowledge structures and patterns of argumentation within particular fields of study (Wingate, 2026). Studies on academic genre have likewise confirmed that language mastery within disciplinary contexts helps students understand how knowledge is produced and communicated within academic communities (Cheng, 2021). Recent research in English for Specific Purposes further indicates that language teaching grounded in disciplinary contexts can enhance students' cognitive engagement while strengthening the connection between language and professional practice (Flowerdew, 2025). From this perspective, this study argues that the pedagogical reconstruction of Arabic for Specific Purposes can serve as a strategic approach to integrating Arabic language teaching with the academic needs of students in the field of Constitutional Law.

## **B. Method**

This study employed a qualitative approach with a case study design to gain an in-depth understanding of the process of pedagogical reconstruction of Arabic for Specific Purposes (ASP) in Arabic language teaching for students of the Constitutional Law Study Program at IAIN Curup, Bengkulu. A case study design was selected because the research focused on a single and specific educational context, namely the practice of Arabic language teaching within a legal academic setting in the classroom. The research site was the Constitutional Law Study Program at IAIN Curup, while the participants consisted of two second-semester classes with a total of 52 students and one Arabic language lecturer. The students were selected as the main participants because they were directly involved in the learning process under

investigation. In terms of initial proficiency, the students were at a beginner level of Arabic, as indicated by their limited mastery of basic vocabulary, simple sentence patterns, and elementary communicative expressions. They had not yet been exposed to discipline-specific legal Arabic materials prior to the study. The unit of analysis was the practice of Arabic language teaching in a legal academic context, including classroom interaction, instructional materials, lecturers' instructional strategies, and students' communicative activities. This approach enabled the researcher to explore contextually how Arabic began to be integrated with the needs of the legal discipline through processes of pedagogical adaptation in the classroom (Creswell & Poth, 2016; Tisdell et al., 2025; Yin, 2018).

Data were collected through classroom observation, semi-structured interviews, and analysis of instructional documents. Classroom observations were conducted across six class sessions to capture learning dynamics, the use of legal terminology, student responses, and changes in teaching strategies throughout the process of pedagogical reconstruction. Semi-structured interviews were conducted with the lecturer and selected students purposively chosen based on their active involvement in the learning process in order to explore their perceptions and experiences regarding the use of Arabic in a legal context. Document analysis was used to examine instructional materials, student assignments, and classroom discussion activities that reflected the integration of Arabic with the legal discipline. The combination of these three techniques was intended to generate rich, in-depth, and complementary data (Bowen, 2009; Cohen et al., 2002; DeJonckheere & Vaughn, 2019).

The data were analyzed using thematic analysis through the stages of data reduction, initial coding, categorization, theme development, and interpretation of the pedagogical patterns that emerged throughout the learning process. This analysis was directed toward identifying the forms of pedagogical reconstruction that took place and their impact on student engagement and academic awareness in discipline-based Arabic language learning. To ensure data validity and trustworthiness, the study applied triangulation of techniques by comparing findings from classroom observation, interviews, and document analysis, as well as source triangulation by involving both lecturer and student perspectives. In addition, member checking was conducted to confirm the accuracy of interview data and interpretations, while thick description was provided to strengthen contextual transparency and enable the research process to be traced academically. These strategies were employed to strengthen the credibility, dependability, transferability, and confirmability of the qualitative study (Björk et al., 2003).

### C. Findings and Discussion

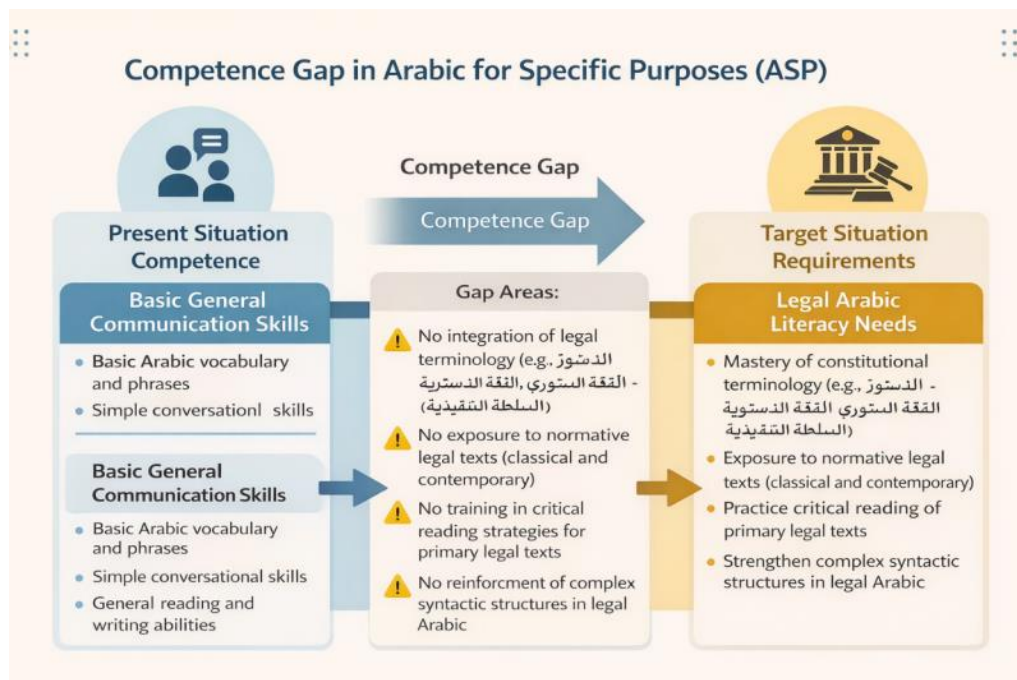
#### **Mismatch Between Functional Arabic Materials and the Academic Needs of Constitutional Law Students**

The findings reveal a curricular mismatch between the Functional Arabic materials taught and the academic needs of students in the Constitutional Law Study Program. This mismatch arises because the instructional design remains oriented toward a general communicative paradigm that emphasizes everyday communication skills. In contrast, Constitutional Law students require more specific academic literacy in order to understand legal texts and constitutional discourse in



Arabic. Empirical evidence obtained from the analysis of instructional documents, classroom observations conducted across six class sessions in two Constitutional Law classes (Classes A and B, with a total of 52 students), and semi-structured interviews with students and the course lecturer indicates that the instructional materials still focus on basic interpersonal communication competencies, such as greetings, self-introduction, family, daily activities, time, and expressions of feelings. Pedagogically, such materials are indeed relevant at the initial stage of foreign language learning. However, in the context of Constitutional Law students, this orientation has not yet accommodated the target situation needs, particularly the ability to read and analyze Islamic legal texts and constitutional literature in Arabic. Therefore, these findings confirm the existence of a gap between the language competencies being taught and the discipline-specific academic literacy needs of law students.

To clarify the nature of the mismatch between the implemented instructional focus and the academic needs of Constitutional Law students, these empirical findings are visually summarized in Figure 1 and analyzed in greater detail in Table 1.



**Figure 1. Competence Gap in Arabic for Specific Purposes (ASP)**

Figure 1. Competence Gap in Arabic for Specific Purposes (ASP). The figure illustrates the gap between students' present Arabic competence, which is still limited to general communication skills, and the target competence required in legal Arabic literacy. It highlights several unmet needs, including the lack of legal terminology, limited exposure to legal texts, insufficient training in critical reading of primary legal sources, and weak mastery of complex syntactic structures in legal Arabic. This gap provides the pedagogical basis for reconstructing Arabic instruction toward a discipline-specific ASP approach for law students.

**Tabel 1. Curricular Gap between Functional Arabic Instruction and HTN Students' Academic Needs**

Aspect	Current Learning Focus	HTN Student Academic Needs	Indication of Gap	Pedagogical Implications
<b>Learning Objectives</b>	Understanding basic communicative texts	Legal academic literacy and interpretation of normative texts	Misalignment of learning objectives	Need to redefine discipline-based learning outcomes
<b>Topics</b>	Greetings, family, daily activities	Constitutional law discourse and fiqh siyasah	Thematic scope is not relevant	Integration of constitutional and Islamic law themes
<b>Vocabulary</b>	General everyday vocabulary	Legal terminology (al-dustūr, al-siyādah, al-fiqh al-dustūrī)	Absence of technical lexicon	Development of an Arabic legal glossary
<b>Text Types</b>	Descriptive texts and simple dialogues	Normative and argumentative legal texts	Genre mismatch	Introduction to legal text genres
<b>Language Structure</b>	Simple declarative sentences	Complex and argumentative syntactic structures	Limited structural complexity	Training in syntactic analysis of legal texts
<b>Reading Strategies</b>	Literal comprehension	Critical and interpretive analysis	Low cognitive depth	Teaching academic reading strategies
<b>Teaching Methods</b>	Receptive and text-centered	Case analysis and contextual discussion	Limited pedagogical approach	Implementation of pedagogy based on legal contexts.

To further clarify the pedagogical shift identified in this study, the findings may also be understood through a comparative lens between the “before” condition, represented by the General Arabic model, and the “after” condition, represented by the reconstructed Arabic for Specific Purposes (ASP) model. In the “before” condition, Arabic instruction was primarily designed to develop basic interpersonal communication through general topics, everyday vocabulary, simple sentence structures, and literal reading tasks. In the “after” condition, the reconstructed model reoriented instruction toward discipline-specific academic literacy by integrating legal terminology, contextualizing sentence patterns within constitutional issues, and introducing dialogue and reading activities related to legal discourse. This comparison does not indicate a complete replacement of basic

language learning, but rather a pedagogical transformation in which foundational Arabic competence is redirected toward the academic and disciplinary needs of Constitutional Law students.

The visualization in Figure 1 and the systematic mapping in Table 1 illustrate a divergence in orientation between the ongoing instructional practices of Arabic language teaching and the demands of disciplinary literacy in the field of Constitutional Law. This divergence is evident across several dimensions of learning, ranging from instructional objectives, thematic scope, and lexical selection to text characteristics and the pedagogical approaches implemented in the classroom. The materials currently used continue to emphasize basic communication through everyday topics and general vocabulary, whereas the field of law requires mastery of constitutional terminology such as *الدستور، السيادة، الفقه الدستوري* as well as an understanding of normative and argumentative texts. In addition, the sentence structures taught tend to be simple and declarative, whereas Arabic legal discourse commonly involves more complex syntactic constructions and systematic patterns of argumentation. This divergence is also reflected in the reading strategies and teaching methods, which remain oriented toward literal comprehension and receptive activities rather than interpretive analysis and contextual discussion.

These findings indicate that the instructional orientation currently implemented is not yet fully aligned with the fundamental principles of the Arabic for Specific Purposes (ASP) framework, which emphasizes the alignment between discipline-specific academic needs and instructional design. When language materials remain confined to the domain of general communication, students are not given sufficient opportunities to develop the ability to understand legal discourse, which constitutes a primary requirement in Constitutional Law studies. This condition confirms that instruction continues to focus on the mastery of basic linguistic structures without being directed toward the use of language in specific academic domains. In this context, the identified gap points to the need for a shift in instructional design, namely from receptive competence to productive disciplinary engagement, and from text-centered learning to context-based interaction. This shift provides the conceptual foundation for pedagogical reconstruction aimed at reorienting Arabic language teaching within a discipline-based academic literacy framework in the field of law.

### **Pedagogical Reconstruction Strategies: From General Arabic to Discipline-Based Contextualization in Law**

Once the gap between the instructional orientation of Functional Arabic and the academic needs of students in the Constitutional Law Study Program had been identified, the lecturer gradually undertook a process of pedagogical reconstruction in classroom practice. This effort was not carried out through formal curricular change, but rather through contextual adaptation at the level of instructional implementation, allowing language materials to be directed toward the context of the legal discipline. This approach may be understood as a form of micro-curricular reconstruction, namely a transformation in instructional orientation from a general communicative model toward discipline-based academic literacy relevant to the fields of Islamic law and Constitutional Law. The purpose of this process was to bridge the basic communicative competence already possessed by students with the ability to understand, read, and use Arabic in a legal academic context. Based on

classroom observations, interviews with the lecturer and students, and instructional documentation, this pedagogical reconstruction was realized through three main strategies.

### First: Integration of Legal Terminology into Basic Materials

The first strategy was implemented by inserting legal terminology into basic topics already available in the textbook. For example, when discussing the theme of self-introduction, students were asked to introduce themselves by mentioning areas of interest such as:

- أنا أدرس القانون الدستوري
- أبحث في الفقه السياسي الإسلامي

Basic vocabulary was retained, but it was expanded through the integration of constitutional terms such as *الدستور, السيادة, الشريعة, المحكمة الدستورية*. This strategy indicates a shift from general lexical competence toward domain-specific vocabulary enrichment, although it has not yet been fully based on authentic legal texts.

### Second: Reframing Sentence Structures into Legal Contexts

The second strategy was implemented through the reframing of contextual examples. Simple sentence structures that were initially everyday in nature were transformed into sentences representing legal discourse. Example of transformation:

**Table 2. Example of transformation**

General sentence	Reconstructed into
يذهب الطالب إلى السوق	يناقش الطالب مبادئ السيادة في الدستور تطبق الدولة مبدأ الشورى في نظام الحكم.

Through this approach, the syntactic patterns remained simple, but their meanings were directed toward the conceptual framework of Constitutional Law. This strategy functioned as a transitional stage toward understanding the more complex argumentative structures found in normative legal texts.

### Third: Methodological Transformation: From Receptive Learning to Contextual Oral Production (Simple Legal *Muhadatsah*)

The third strategy involved a transformation in the learning method. Whereas instruction had previously tended to be receptive in nature, focusing on reading and understanding texts, in this reconstruction students began to be engaged in contextual *muhadatsah* practice based on simple legal issues.

Students were asked to engage in pair discussions on topics such as:

- أهمية الدستور في الدولة الحديثة
- دور الشريعة في النظام القانوني
- مفهوم العدالة في الفقه الإسلامي



Observations showed that this activity increased students' participation and confidence in using legal terminology in oral communication. Figure 1 shows students performing in pairs in front of the class and engaging in simple dialogues based on legal themes.

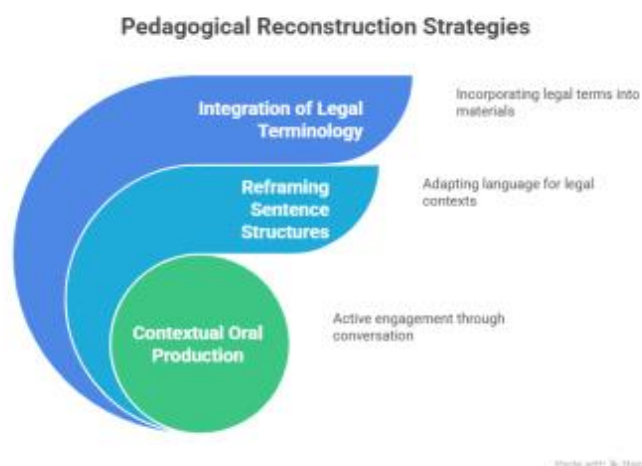


**Figure 2. Students' active learning process: oral communication in front of the class and discussion of legal themes**

Classroom observation data, instructional documentation, and recordings of student interaction across six class sessions show that the pedagogical reconstruction was realized through three complementary forms of instructional practice. The implementation of these strategies was observed in two Constitutional Law classes (Classes A and B) with a total of 52 students. First, the integration of legal terminology was carried out by embedding constitutional vocabulary into basic topics, so that simple expressions were retained but expanded with terms such as الدستور (constitution), السيادة (sovereignty), and المحكمة الدستورية (constitutional court). Second, sentence examples that had previously been oriented toward everyday life were reconstructed into representations of constitutional discourse through changes in semantic context without altering the complexity of the basic syntactic structure. Third, the learning method was directed toward thematic dialogue practice, enabling students to begin discussing simple constitutional issues orally through contextual muhadatsah activities. This pattern of implementation reflects a shift in instructional orientation, as summarized in the following scheme: **receptive competence** → **productive disciplinary engagement** and **text-centered learning** → **context-based interaction**.

These findings indicate that pedagogical reconstruction at the classroom level can function as a transitional mechanism toward discipline-based Arabic language teaching without having to wait for formal curricular change. Through the integration of terminology, the reframing of sentence contexts, and the transformation of learning activities, instructional practice gradually shifted its orientation from mastery of general linguistic structures toward the use of language in the legal academic domain. This process not only expanded students' lexical repertoire, but also built an initial readiness to understand the normative and argumentative discourse commonly found in the literature of Islamic law and Constitutional Law. Thus, this pedagogical reconstruction demonstrates potential

as an adaptive strategy within the framework of Arabic for Specific Purposes, as it is able to bridge basic communicative competence with the discipline-specific academic literacy needs of law students.



**Figure 3. pedagogical reconstruction Strategies**

The effectiveness of this pedagogical reconstruction appears to stem from two interrelated factors. First, the reconstruction worked because it adopted a content-based orientation in which language learning was connected to the students' disciplinary world. The integration of constitutional terminology, legal themes, and contextualized discourse provided students with learning materials that were not only linguistically accessible at their level, but also academically meaningful in relation to their field of study. This relevance helped bridge the distance between language instruction and disciplinary knowledge. Second, the reconstruction also worked because it increased student motivation and engagement. When students encountered Arabic not merely as a general foreign language subject but as a medium connected to legal studies, they responded with stronger participation, greater attentiveness, and higher academic awareness. In this sense, the success of the reconstruction cannot be attributed solely to the change in content, nor solely to student motivation, but rather to the interaction between contextualized disciplinary content and the learners' perception of relevance.

### **Impact of Pedagogical Reconstruction on Student Engagement and Academic Awareness**

The implementation of pedagogical reconstruction in the Arabic learning process produced observable changes in student engagement and academic awareness within the Constitutional Law program. While the previous instructional approach emphasized receptive comprehension of general Arabic expressions, the reconstructed learning activities encouraged students to actively use legal terminology and engage with disciplinary concepts through contextual interaction. Classroom observations conducted during the implementation phase indicated that students demonstrated higher levels of participation, increased willingness to speak in Arabic, and greater curiosity toward legal discourse expressed in the Arabic language. Semi-structured interviews with students further revealed that contextualized language activities helped them perceive Arabic not merely as a foreign language subject but as an academic tool relevant to their field of study.

These findings suggest that the pedagogical reconstruction did not only modify instructional practices but also influenced how students cognitively and academically positioned the Arabic language within their disciplinary learning environment.

To illustrate the impact of the pedagogical reconstruction, the changes observed in student engagement and academic awareness are summarized in Table 3.

**Table 3. Impact of Pedagogical Reconstruction on Student Engagement and Academic Awareness**

Dimension	Before Pedagogical Reconstruction	After Pedagogical Reconstruction	Observed Change
Classroom Participation	Limited participation, mostly listening and reading	Increased participation in dialogue and discussion	Higher student interaction
Use of Legal Vocabulary	Rare use of legal terminology	Frequent use of legal terms such as الدستور, السيادة, الشريعة	Expansion of disciplinary lexicon
Learning Motivation	Arabic perceived as general language subject	Arabic perceived as relevant to legal studies	Increased academic relevance
Oral Communication	Hesitation in speaking Arabic	Students initiate legal-themed dialogues	Improved communicative confidence
Cognitive Engagement	Literal understanding of texts	Analytical discussion of legal concepts	Higher cognitive involvement
Academic Awareness	Language separated from disciplinary learning	Language integrated with constitutional law discourse	Development of disciplinary language awareness

Classroom observations and interaction recordings demonstrate that the pedagogical reconstruction contributed to noticeable shifts in students' learning behavior. Prior to the implementation of contextualized ASP strategies, classroom interaction was largely dominated by passive participation in which students primarily listened to explanations or completed reading exercises. However, following the introduction of legal terminology integration and contextual dialogue activities, students began to actively participate in discussions and oral exchanges related to constitutional law topics. During dialogue-based activities, students were observed incorporating disciplinary vocabulary such as الدستور (constitution), السيادة (sovereignty), and العدالة (justice) into their speech. These interactions indicated that the reconstructed learning environment enabled students to connect linguistic expressions with conceptual frameworks from their field of study. Furthermore, interview responses revealed that students increasingly perceived Arabic as a useful

academic resource for accessing Islamic legal literature and constitutional discourse rather than as a purely communicative language subject.

From an analytical perspective, these findings suggest that pedagogical reconstruction within the ASP framework functions not only as a linguistic adaptation but also as a cognitive bridge between language learning and disciplinary knowledge construction. When language instruction becomes embedded within the conceptual landscape of a specific academic field, students begin to develop what may be termed disciplinary language awareness, namely the recognition that language competence is instrumental in understanding and engaging with specialized academic discourse. In this context, the reconstruction of Arabic instruction contributed to a shift from passive language reception toward active disciplinary engagement. This shift aligns with the central principles of Arabic for Specific Purposes, which emphasize the alignment between linguistic competence and the communicative demands of a specific academic or professional domain. Consequently, the reconstructed pedagogical approach not only improved classroom engagement but also strengthened students' perception of Arabic as a meaningful component of their constitutional law studies.

The pedagogical reconstruction of Arabic for Specific Purposes (ASP) in the context of Constitutional Law students plays an important role in bridging the gap between general Arabic language teaching and the needs of discipline-specific academic literacy. The previous instructional approach, which was oriented toward basic communication, had not fully supported students' ability to understand legal discourse and constitutional terminology in Arabic. The integration of legal terminology, the reframing of sentence contexts, and the transformation of learning methods toward contextual dialogue demonstrate the potential to enhance student engagement and the academic relevance of language learning. Research in the field of English for Specific Purposes has shown that discipline-based language teaching can increase students' learning motivation while also improving their understanding of specific academic discourse (Basturkmen, 2022; Hyland & Jiang, 2021). Other studies have likewise shown that contextualized language instruction contributes to the strengthening of disciplinary literacy and the connection between language and students' fields of study (Ding & Monbec, 2024; Flowerdew, 2025).

This condition also reflects the characteristics of Arabic language teaching in many Islamic higher education institutions in Indonesia, where Arabic has historically been studied as the language of religious texts rather than as a medium of academic literacy across disciplines. The integration of language with modern fields of study such as Constitutional Law remains relatively limited. Recent research in English for Specific Purposes confirms that the effectiveness of language teaching increases when language is situated within academic and professional contexts relevant to students' disciplines (Deng et al., 2024; Hyland & Jiang, 2021). This perspective is also consistent with the development of the concept of disciplinary literacy, which emphasizes the use of language as a means of understanding knowledge practices within a particular field of study (Rose & McKinley, 2025; Wingate, 2026). This approach suggests that language can be repositioned as an academic instrument in law learning within Islamic higher education.



The integration of legal terminology, the reframing of sentence contexts, and the practice of thematic dialogue identified in this study may be understood as a form of epistemic shift in language learning, in which language is no longer positioned merely as an object of study, but as a medium for the construction of disciplinary knowledge. This perspective is consistent with recent developments in the field of English for Specific Purposes, which emphasize the close relationship between language practices and knowledge practices within a particular academic field (Flowerdew, 2025; Wingate, 2026). Recent studies show that when language is learned through disciplinary discourse, students not only develop linguistic competence, but also gain access to the ways of thinking, structures of argumentation, and conceptual frameworks that shape knowledge in that field (Ding & Monbec, 2024; Parkinson, 2025). Other studies further confirm that a disciplinary discourse-based approach can strengthen students' cognitive engagement and help them understand the relationship between academic language and professional practice (Ding & Monbec, 2024; Parkinson, 2025). The findings of this study indicate that pedagogical reconstruction in Arabic language teaching has the potential to function as an integrative mechanism that connects linguistic competence with the development of academic literacy in the field of law.

The pedagogical reconstruction identified in this study demonstrates that Arabic language teaching can function as a means of developing discipline-specific academic literacy in the field of law. The integration of constitutional terminology, sentence contexts based on legal discourse, and thematic dialogue practice shows that language plays a role in helping students understand concepts and knowledge practices within the discipline of Constitutional Law. This perspective is in line with recent scholarship that positions academic language learning as part of the process of developing disciplinary literacy in higher education (Lancaster, 2026). Other studies have shown that the connection between language and academic context enables students to develop a deeper understanding of knowledge structures within a particular field of study (Miller et al., 2023; Rose & McKinley, 2025). Research on academic genre also confirms that the use of language in disciplinary contexts helps students understand how to construct scholarly arguments within academic communities (Hyland & Jiang, 2025; Parkinson, 2025).

The pedagogical reconstruction of Arabic for Specific Purposes opens new possibilities for the development of Arabic language curriculum design that is more responsive to students' discipline-specific academic needs. The integration of legal terminology, the adaptation of sentence contexts, and dialogue activities based on constitutional issues demonstrate that language can function as an instructional instrument in non-language disciplines. Recent studies in English for Specific Purposes have shown that a discipline-based approach can strengthen the connection between linguistic competence and students' academic practices in higher education (Galloway & Rose, 2021; Pun & Thomas, 2020). Other research has also emphasized the importance of integrating language with academic literacy in order to support students' ability to read and produce academic discourse specific to their field of study (Galloway & Rose, 2021; Pun & Thomas, 2020). The development of Arabic language teaching based on disciplinary contexts therefore has the potential to strengthen students' academic literacy within Islamic higher education.



## D. Conclusion

This study concludes that the gap between general Arabic language teaching and the academic needs of law students represents an important pedagogical issue in Islamic higher education. The findings show that Arabic instruction oriented primarily toward general communication has not sufficiently supported students' ability to understand legal terminology and academic legal discourse in Arabic. In response to this issue, the study demonstrates that pedagogical reconstruction through the integration of constitutional terminology, the contextual reframing of sentence patterns, and dialogue practice based on legal issues can direct Arabic learning toward the development of discipline-specific academic literacy. These findings confirm that the Arabic for Specific Purposes approach provides a relevant pedagogical strategy for aligning Arabic language teaching with students' academic needs in the field of law. Accordingly, this study contributes theoretically to the development of Arabic for Specific Purposes in Islamic higher education, methodologically by showing the value of a qualitative case study in examining pedagogical practice, and practically by offering implications for designing a more discipline-responsive Arabic curriculum. Further studies are recommended to develop a more systematic pedagogical model and to examine its application in other fields within Islamic higher education.

## References

- Al-Mallahma, M. S. I. (2026). Technological Advancements in Arabic Language Pedagogy: Bridging the Gap Between Tradition and Innovation. In *Business Resilience and Business Innovation for Sustainability: The Double-Edged Role of Artificial Intelligence and Other Disruptive Technologies* (pp. 2855–2868). Springer. [https://link.springer.com/chapter/10.1007/978-3-031-87584-7\\_209](https://link.springer.com/chapter/10.1007/978-3-031-87584-7_209)
- Anthony, L. (2018). *Introducing English for specific purposes*. Routledge. <https://doi.org/10.4324/9781351031189>
- Ashari, M. Y., Huda, M. M., & Mahfudhoh, R. (2024). Enhancing Arabic Writing Skills Through the Genre-Based Approach in Senior High School. *Journal of Arabic Language Teaching*, 4(2), 121–134. <https://doi.org/10.35719/arkhas.v4i2.2137>
- Basturkmen, H. (2022). Current trends in ESP research in the Asia Pacific region. *World Englishes*, 41(4), 512–522. <https://doi.org/10.1111/weng.12601>
- Björk, L., Bräuer, G., Rienecker, L., & Jörgensen, P. S. (2003). *Teaching academic writing in European higher education* (Vol. 12). Springer Science & Business Media. <https://books.google.com/vc/books?id=wj1PRer4BBEC>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Calvo, S., Celini, L., Morales, A., Martínez, J. M. G., & Utrilla, P. N. C. (2020). Academic literacy and student diversity: Evaluating a curriculum-integrated inclusive practice intervention in the United Kingdom. *Sustainability (Switzerland)*, 12(3), 1–14. <https://doi.org/10.3390/su12031155>
- Cheng, A. (2021). The place of language in the theoretical tenets, textbooks, and classroom practices in the ESP genre-based approach to teaching writing. *English*

- for Specific Purposes, 64, 26–36. <https://doi.org/10.1016/j.esp.2021.07.001>
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge. <https://books.google.co.id/books?id=LYzhAQAAQBAJ>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications. <https://uk.sagepub.com/en-gb/eur/qualitative-inquiry-and-research-design/book266033>
- DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: a balance of relationship and rigour. *Family Medicine and Community Health*, 7(2), e000057. <https://doi.org/10.1136/fmch-2018-000057>
- Deng, L., Cheng, Y., & Gao, X. (2024). Engagement patterns in research article introductions: A cross-disciplinary study. *System*, 120, 103204. <https://doi.org/10.1016/j.system.2023.103204>
- Ding, A., & Monbec, L. (2024). A socio-analysis of English for academic purposes. *Practitioner Agency and Identity in English for Academic Purposes*, 11–46. <https://doi.org/10.5040/9781350263260.0011>
- Flowerdew, J. (2025). *English for Research Publication Purposes: A Developing Field of Research and Practice*. Available at SSRN 5991510. <https://dx.doi.org/10.2139/ssrn.5991510>
- Galloway, N., & Rose, H. (2021). English medium instruction and the English language practitioner. *Elt Journal*, 75(1), 33–41. <https://doi.org/10.1093/elt/ccaa063>
- Gee, J. P., & Handford, M. (2013). *The routledge handbook of discourse analysis*. In *The Routledge Handbook of Discourse Analysis*. <https://doi.org/10.4324/9780203809068>
- Ghani, M. T. A., Daud, W. A. A. W., & Ramli, S. (2019). Arabic for specific purposes in Malaysia: A literature review. *Issues in Language Studies*, 8(1), 1–14. <https://doi.org/10.33736/ils.1293.2019>
- Golfetto, M. A. (2020). Towards arabic for specific purposes. *Ibérica*, 39, 371–398. <https://doi.org/10.17398/2340-2784.39.371>
- Hyland, K., & Jiang, F. (2021). Academic naming: Changing patterns of noun use in research writing. *Journal of English Linguistics*, 49(3), 255–282. <https://doi.org/10.1177/00754242211019080>
- Hyland, K., & Jiang, F. K. (2025). Scholarly discourse: the growth of English for Research Publication Purposes. *Applied Linguistics Review*, 16(5), 2159–2182. <https://doi.org/10.1515/applirev-2023-0250>
- Iksan, H., Bakar, S. A., Hasan, W. R., & Rahman, L. A. (2019). A Preliminary Study on Perception of Science Students at Islamic Science University of Malaysia. *Humanities & Social Sciences Reviews*, 7(4), 549–554. <https://doi.org/10.18510/hssr.2019.7474>
- Jamil, N. J., Rashid, R. A., Sahib, F. H., Ahmad, M., Ibrahim, S. H., Yusof, C. M. Y., Mamat, R., Pae, R., & Cho, M. S. (2024). Bridging gaps in online Arabic language instruction: Addressing key challenges in higher education institutions. *Global Journal Al-Thaqafah*, 115–129. <https://doi.org/10.7187/GJATS122024-8>

- Kamal, H. (2025). Teaching Arabic today: Challenges, strategies, and opportunities in Islamic higher education. *International Journal of Learning, Teaching and Educational Research*, 24(10), 644–659. <https://doi.org/10.26803/ijlter.24.10.31>
- Lancaster, Z. (2026). EAP pedagogy in undergraduate contexts. In *The Routledge Handbook of English for Academic Purposes* (pp. 73–86). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324>
- Lipaev, A., & Alekseeva, L. (2018). INTERDISCIPLINARY NATURE OF TRAINING ENGLISH AT UNIVERSITY. *International Multidisciplinary Scientific GeoConference: SGEM*, 18(5.4), 169–176. <https://doi.org/10.5593/sgem2018/5.4/S22.022>
- Mačianskienė, N., & Bijeikienė, V. (2018). Fostering active learner engagement in ESP classes. In *Key issues in English for specific purposes in higher education* (pp. 223–242). Springer. [https://link.springer.com/chapter/10.1007/978-3-319-70214-8\\_13](https://link.springer.com/chapter/10.1007/978-3-319-70214-8_13)
- Miller, R. T., Pessoa, S., & Kaufer, D. (2023). Writing as a Design Art: Crossing Boundaries Between Disciplinarity and Rhetoricity in a University Business Program. In *Crossing Boundaries in Researching, Understanding, and Improving Language Education: Essays in Honor of G. Richard Tucker* (pp. 271–291). Springer. [https://link.springer.com/chapter/10.1007/978-3-031-24078-2\\_13](https://link.springer.com/chapter/10.1007/978-3-031-24078-2_13)
- Parkinson, J. (2025). *Introducing English for Science and Technology*. Routledge. <https://www.routledge.com/Introducing-English-for-Science-and-Technology>
- Pun, J. K. H., & Thomas, N. (2020). English medium instruction: Teachers' challenges and coping strategies. *ELT Journal*, 74(3), 247–257. <https://doi.org/10.1093/elt/ccaa024>
- Ritonga, M., Widayanti, R., Alrasi, F., & Halim, S. (2020). Analysis of Arabic language learning at higher education institutions with multi-religion students. <https://doi.org/10.13189/ujer.2020.080960>
- Rose, H., & McKinley, J. (2025). Global Englishes and TESOL: An editorial introduction to innovating research and practice. In *Tesol Quarterly* (Vol. 59, Issue 1, pp. 5–23). Wiley Online Library. <https://doi.org/10.1002/tesq.3373>
- Rostandi, U. D., Rohandy, F., & Wasik, A. (2025). Translanguaging practices among English, Indonesian, and Arabic: Enhancing a holistic approach to tafsirin an Indonesian interpretation classroom: Arabic language. *Indonesian Journal of Applied Linguistics*, 15(1), 224–235. <https://doi.org/10.17509/wn27c717>
- Shahmirzadi, N. (2019). English language teaching in Norway and Iran: English for academic purposes. *Mextesol Journal*, 43(3), 1–8. [https://www.mextesol.net/journal/index.php?page=journal&id\\_article=12103](https://www.mextesol.net/journal/index.php?page=journal&id_article=12103)
- Sopian, A., Abdurahman, M., Tantowi, Y. A., Aeni, A. N., & Maulani, H. (2025). Arabic Language Learning in a Multicultural Context at Pesantren. *Jurnal Pendidikan Islam*, 11(1), 77–89. <https://library.unida.ac.id/journals/artikel>
- Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons. <https://books.google.co.id/books?hl=id&lr=&id=tRpCEQAAQBAJ&oi>

- Wingate, U. (2026). *Academic Literacy in English for Academic Purposes: Principles and Practices*. Taylor & Francis. <https://books.google.co.id/books?hl=id&lr=&id=fc>
- Yin, R. K. (2018). *Case study research and applications (Vol. 6)*. Sage Thousand Oaks, CA. [https://d1wqtxts1xzle7.cloudfront.net/106905310/Artikel\\_Yustinus](https://d1wqtxts1xzle7.cloudfront.net/106905310/Artikel_Yustinus)