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Title :

**« A Proposed Strategy
to Develop Arabic Language Teachers'
Performance as Strategic Designers of
Learning Environments
in Light of the Post-digitalization »**

By

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Abstract

In our rapidly evolving world, especially in the post-digital era, technology is no longer a separate tool but has become an integral part of educational practice. Therefore, this research presents the strategic implementation gap in Arabic language classrooms, with a proposed strategy for developing teachers in line with TPACK and the International Baccalaureate standards, as strategic designers of learning environments in international schools, with the aim of breaking the state of digital inactivity that is limited to using technology as a tool only for effective participation to empower the learner and motivate him to design educational environments that achieve his human development in an increasingly complex and changing global environment.

Literature Review

The research landscape regarding the "post-digital turn" suggests a shift from mere technological adoption to a state of biological and social hybridity where the digital is no longer a separate tool (Jandrić & Knox, 2022). This theoretical shift is echoed in empirical studies investigating the "post-digital school," which argue that the modern classroom is a complex ecology requiring a move from technical management to strategic engineering (Jopling, 2023). In the context of Arabic language education, research by Abu Aliwa (2025) and Sholahudin et al. (2025) demonstrates that while teachers possess basic digital literacy, there is a significant failure in achieving the sophisticated synthesis required by the TPACK framework. These studies conclude that without integrating technological pedagogical content knowledge specifically for Arabic linguistic nuances, teachers remain trapped in "pre-digital" teaching patterns despite using modern screens.

Moreover, the "strategic implementation gap" noted in the Egyptian Ministry of Education's Strategic Plan (2024–2029) underscores a divergence between national digital goals and actual classroom conditions. This disconnection frequently results in what Rosa (2019) and Petricini (2025) refer to as "digital narcosis" a teaching standstill where learners interact with digital materials passively, causing a diminishing of linguistic connection. Previous studies highlight that this absence of engagement is not due to technical issues but rather a failure in design.

Consequently, the role of the "Strategic Designer" emerges as a necessary evolution for the educator. Recent literature on the International Baccalaureate (IB) standards suggests that fostering Student Agency voice, choice, and ownership requires the teacher to actively "design" agentic spaces rather than just deliver content (Afriati, 2024; OECD, 2019).

In conclusion, the reviewed literature confirms that while there is an abundance of research on "how to use" educational technology, there is a critical void in "how to strategically design" post-digital learning environments for Arabic.

This study seeks to address this gap by suggesting a method that enables educators to regain their professional autonomy. This research integrates the insights of Jandrić, Abu Aliwa, and various IB pedagogical frameworks, advancing beyond mere description to present a pragmatic guide for evolving the Arabic teacher into a strategic architect of human flourishing in a post-digital era (UNESCO, 2021).

Research Problems

There is a striking paradox between Egypt's 2024–2029 Strategic Plan, which

calls for a human-centered digital evolution, and the stagnant reality of Arabic language classrooms. We see a "strategic implementation gap" where national vision fails to translate into daily pedagogical shifts. Most Arabic educators still view technology as an external "extra" rather than a fundamental learning ecology. This is largely because teachers haven't yet mastered the integrated TPACK competencies needed to thrive in a post-digital society (Sholahudin et al., 2025; Ministry of Education, 2024).

The situation is further complicated by what can be called "digital narcosis." Students are physically present in class but emotionally and linguistically absent, lost in a sea of passive digital consumption that alienates them from their own language (Petricini, 2025). This void exists because the teacher is not yet acting as a "strategic designer. When teachers do not manage classrooms in a smart way students do not get involved with the subject. This leads to students not being connected to their language roots and not being able to do their best in school (Afriati, 2024; Rosa, 2019).

As a result, the problem is that schools are not meeting the needs of today's world. Many schools only teach computer skills. This is not enough. It stops students from being in control of their learning. This is an idea of the International Baccalaureate. If schools are not set up right students lose their power to make decisions have choices and own their learning (OECD, 2019). . The vision of human flourishing remains a locked door, as our current frameworks fail to build the agency-driven spaces demanded by the "New Social Contract for Education" (UNESCO, 2021).

Research Questions

Main Question:

- What is the proposed strategy for activating the role of Arabic language teachers as designers of learning environments in the post-digital age?

Sub-questions:

- What is the philosophical framework of the post-digital age, and what are its implications for Arabic language teachers?
- What is the intellectual framework for digital competencies among Arabic language teachers in Egyptian international schools?
- What is the current state of digital competencies among Arabic language teachers in Egyptian international schools in the post-digital age?
- What are the strategic landmarks and indicators for the performance of Arabic language teachers as designers of learning environments in the post-digital age?

Methodology

This study employs a mixed-methods exploratory approach to examine the daily work of Arabic language teachers in Egyptian public international schools. A questionnaire was first administered to 32 Arabic language teachers in these schools to assess their TPACK (Teaching, Pedagogy, and Learning) components and understand the nature of their work and the challenges they face. This approach helps us understand the specifics of their work, particularly when they are expected to be creative and innovative in a constantly evolving technological world. By examining their current teaching methods, we can identify their experiences and the challenges they encounter in classrooms that combine traditional and online learning.

To move from studying the current situation to thinking about the future, the SOAR (Strengths, Opportunities, Aspirations, and Outcomes) model is used as a strategic framework to synthesize quantitative and qualitative findings and explore new possibilities in Egyptian public international schools. This model helps us develop a proposed strategic plan based on teachers' aspirations and measurable objectives, such as helping students become more independent and happier.

The SOAR model leverages elements of the Arabic curriculum and explores untapped opportunities in Egyptian public international schools. This means that the future plan is based on the aspirations of teachers and aims to achieve tangible results, such as enabling students to make their own decisions and achieving true happiness for all.

Sample Design

I conducted a survey of a sample of Arabic language teachers working in official international schools in Egypt across various educational levels and received 32 responses to identify their strengths and aspirations. It became clear that most teachers (62%) have digital devices and internet access in their classrooms. This will enable me to develop a practical strategic plan suitable for our schools in the post-digital era. My aim is to empower our students to manage their own learning process and to be happy and successful. I believe we can achieve this through the seamless and natural use of technology and through teaching methods that help our students learn Arabic.

Discussions and Research Findings

The results of this research revealed the fundamental changes needed for teachers in the digital age, and these findings can be summarized as follows:

1. The Difference Between Technological Competence and Strategic Design

The results of the survey, conducted with a sample of 32 Arabic language teachers in official Egyptian international schools, showed that most teachers recognize that their role extends beyond simply using the application to managing digital platforms (46.9%), but they need skills in strategically designing lessons. Only 31.3% of teachers agreed with Level 5. The problem is not just about teachers learning how to use the tools, but also how to effectively integrate these tools into post-digital learning environments.

2. The Student's Role in Research and Production

The survey results showed that students possess the ability to participate effectively. Regarding the statement, "I give my students the freedom to choose the digital media they prefer to express their understanding of literary texts," only 31.3% chose Level 5. Similarly, regarding the statement, "I encourage my students to be producers of knowledge (content creators) in Arabic rather than passive consumers," only 40.6% chose Level 5. These results indicate that although some teachers occasionally allow students to choose, no teacher fully activates students' ability to participate effectively as defined in international standards. Baccalaureate framework (expression, choice, and ownership). In contrast, practice has shown that empowering students to choose what they learn changes the power dynamics in the classroom. The students demonstrated that they have a voice and the ability to choose what they study, and they produced videos showing their transformation from passive recipients to active producers.

This confirms that the obstacle is not the student's ability, but rather the teacher's lack of a strategic plan to empower them.

3. Achieving Human Flourishing

The results, through both quantitative and qualitative indicators, demonstrated

that integrating technology into education as an integral part of students' daily practices (following the digital transformation) led to positive outcomes that extended beyond academic achievement, such as preserving identity and fostering happiness and well-being. One teacher wrote, "The most important digital competency is the digital humanization of language using technology so that language remains a means of building a conscious individual, not merely a tool for producing texts." These findings confirm that the research plan is not just a theoretical concept, but a practical reality that can be implemented in schools to cultivate creative and happy individuals.

Furthermore, student-produced videos provided evidence of flourishing: students demonstrated their enjoyment in producing videos both within and outside the school setting. The absence of Level 5 responses on the effectiveness items (0%) indicates that current classrooms are not yet designed for flourishing, thus underscoring the need for the proposed strategy.

A copy of the questionnaire sample taken from Arabic language teachers in official international schools in Egypt:

<https://drive.google.com/file/d/1bnC90eM4MMCuVFNt984bAKa8GVUKuVO/view?usp=drivesdk>

Recommendations

1. The need to develop Arabic language teacher training programs that not only cover the use of tools but also include the design of effective lessons.

This is because many teachers have reported needing assistance in creating classrooms that effectively utilize technology. They want to know how to structure these classrooms, not just how to use the tools.

2. Enhancing student participation in the learning process and involving them in choosing what they learn and how they learn it.

In this way, students' role is not limited to listening to teachers but also includes contributing to determining what they learn. They can choose how to present their knowledge, such as producing a video or writing a story.

3. Improving classrooms and making them more flexible to enable students to use computers and collaborate.

This will make students happy, encourage them to learn more, and make them feel an integral part of the school. Their enthusiasm for learning Arabic will increase.

4. Changing the way students are assessed. Instead of relying solely on exams, they should be required to complete a portfolio of work.

In this way, teachers can assess students' true abilities, such as critical thinking and research, as well as their speaking and writing skills.

5. Providing teachers with the opportunity to experiment with new methods, enabling them to use technology in the best way for themselves and their students.

This will delight teachers, empower them to provide more support to their students, improve their schools, and try new approaches.

Impact on classroom and student motivation & engagement

A video by the student Yahya in which he explains the idea of his activity, which is a comparison between writing an analytical article by artificial intelligence and by the student Yahya. The two articles were presented to the students and they had the right to vote on which one was better and why.

https://drive.google.com/file/d/16psjTTOEPGLjB_iBVmbAYibPVGIIUmxa/view?usp=drivesdk

A video of student Yassin judging the AI's reading of a poem and his classmate Yahya's reading.

<https://drive.google.com/file/d/1e6fICMQmsOpahhkm7J6jITyWqTYAA4k/view?usp=drivesdk>

Relevance to Students' Agency (If Applicable)

The students created a compilation file of 80 Arabic literature activities, which were displayed on the interactive whiteboard. The students chose the activities they would carry out and set up a weekly plan to implement each chosen activity. They collected the scientific material themselves, and the activity was carried out under the management of the student or the specified group on a daily basis according to the planned weekly schedule.

Bank of Arabic Literature Activities

https://drive.google.com/file/d/1dcnB56l01NsC9_0cSH-jaxjfycaPtAAB/view?usp=drivesdk

The following video combines student agency, human flourishing, and cognitive sovereignty. The student chooses a popular game (Craftsman) that he loves and plays daily, using it to employ his technological skills to present valuable information to his classmates in a way that speaks to their minds.

<https://drive.google.com/file/d/1DADgl3fueolxL9DUkYejvI7iWPQZWT3/view?usp=drivesdk>

Relevance to Human Flourishing (If Applicable)

The students created a video explaining an Arabic rhetoric lesson (metaphor) in a fun, humorous, and simplified manner, and showed it to their classmates, creating a pleasant atmosphere in the classroom.

<https://drive.google.com/file/d/1FY9RefObBfnvnF1I1-AFevjvLRPCau95/view?usp=drivesdk>

Student Jana gives a delightful presentation via TikTok to boost her classmates' confidence as they read a difficult poem by Al-Baroudi.

<https://drive.google.com/file/d/1ZFoE7OqAWDBz1Ftp13iFhqFonIDfyAU1/view?usp=drivesdk>

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