

Teaching Strategies in Light of Multiple Intelligences Theory in Teaching Arabic as A Foreign Language Through the Prophetic Biography and Military Expeditions

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ABSTRACT

This study examines the effectiveness of teaching strategies grounded in the Theory of Multiple Intelligences (MI) in teaching Arabic as a foreign language, using the Prophetic Biography and the Prophet's military expeditions as rich pedagogical resources encompassing linguistic, cultural, and ethical dimensions. The study employs the descriptive-analytical method to analyze the theoretical foundations of MI, its relationship to language-teaching strategies, and practical approaches to integrating it into instructional design for learners of Arabic as a foreign language. The findings show that combining MI-based strategies with content drawn from the Prophetic Biography improves learner motivation, enhances linguistic and communicative skills, and deepens cultural and ethical understanding. The study recommends developing integrated instructional units grounded in MI theory that account for individual differences and make use of Prophetic situations as models that combine language, values, and authentic communication.

Keywords: teaching strategies; multiple intelligences; Arabic as a foreign language; non-native speakers; Prophetic Biography; prophetic expeditions.

INTRODUCTION

Teaching Arabic as a foreign language represents one of the most significant pedagogical challenges facing educational institutions in the Islamic world. This field requires the integration of linguistic, cultural, and ethical elements and the recognition that language is not merely a system of sounds and structures but a vessel for thought, heritage, and civilization. Accordingly, effective teaching strategies are needed that address learners' diverse learning styles and draw on modern educational theories that acknowledge the variety of human capacities and tendencies.

Among the most influential contemporary theories is Howard Gardner's Theory of Multiple Intelligences (MI), which posits that learners possess a range of intelligences—including linguistic, spatial, logical, interpersonal, kinesthetic, musical, and intrapersonal—that can be developed and activated through instruction. Applying MI theory to Arabic language teaching offers teachers opportunities to design diverse learning activities that accommodate different cognitive patterns, making the learning experience more inclusive and effective.

Within this context, the Prophetic Biography and military expeditions provide a rich source of authentic linguistic material and ethical models that support both linguistic comprehension and moral development. These texts contain eloquent language, meaningful events, and valuable insights that can be used to build instructional units grounded in MI theory to develop learners' four language skills—listening, speaking, reading, and writing—while maintaining a cohesive cultural and value-based framework.

This study seeks to analyze the relationship between MI-based teaching strategies and the use of Prophetic Biography content in teaching Arabic to non-native speakers. It highlights how MI theory can inform the design of targeted instructional activities that foster linguistic and intellectual growth and strengthen learners' attachment to Islamic ethical values.

THEORETICAL FRAMEWORK

Teaching Strategies

Teaching strategies are structured instructional procedures selected by the teacher to achieve specific learning objectives through guiding learners' engagement, comprehension, and application. They involve planning a set of activities and interactive methods that enable learners to construct knowledge actively. Effective strategies take into account learners' characteristics, the diversity of their intelligences, and the nature of the instructional content. For non-native learners of Arabic, these strategies are particularly important in facilitating comprehension and reducing cultural barriers by incorporating active learning, discussion, dramatization, and audiovisual media.

Multiple Intelligences Theory

Howard Gardner introduced the Theory of Multiple Intelligences in 1983 to expand the traditional definition of intelligence, which had been limited to logical and linguistic abilities measured by standardized tests. According to Gardner, intelligence consists of several distinct yet interrelated capacities, including linguistic, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, musical, and naturalistic intelligences. Every learner exhibits a unique combination of these intelligences, requiring teachers to diversify instructional strategies and activity designs to engage learners more effectively. Linguistic intelligence can be developed through reading and writing activities, kinesthetic intelligence through role-play and dramatization, spatial intelligence through visual representation, and interpersonal intelligence through group-based tasks.

Teaching Arabic as a Foreign Language

Teaching Arabic to non-native speakers is a multifaceted field that integrates linguistic, cultural, and communicative dimensions. It demands that teachers possess strong linguistic and pedagogical competencies to simplify complex concepts and present them in ways that respect learners' cultural backgrounds. The challenges facing this field include limited learner motivation, diverse learning styles, and varied linguistic environments. MI theory offers a flexible pedagogical framework for designing activities tailored to each learner's dominant intelligence, thereby increasing overall learning effectiveness.

The Prophetic Biography and Military Expeditions as Educational Content

The Prophetic Biography and military expeditions serve as rich resources for teaching Arabic, as they combine classical linguistic texts with profound human values. These sources present real-life situations that foster language development within an authentic cultural context. Reading biographical texts promotes reading comprehension, dramatizing events enhances oral expression, and analyzing historical incidents develops critical thinking and writing skills. Moreover, the Prophetic Biography embeds values such as patience, courage, justice, and compassion, making it an ideal pedagogical medium for integrating language with ethics.

The Relationship Between MI Theory and Teaching Strategies in Prophetic Content

Integration of MI and Prophetic Content

The events of the Prophetic Biography naturally stimulate multiple intelligences. Learners with strong linguistic intelligence engage with biographical texts and vocabulary analysis; those with kinesthetic intelligence benefit from dramatization of events; those with spatial intelligence respond to maps and visual timelines of battles; and those with interpersonal intelligence thrive during group discussions of ethical lessons derived from the Prophet's actions. Thus, the Prophetic Biography supports diversified learning pathways that enhance linguistic comprehension while strengthening value-based understanding.

The Teacher's Role

Within this framework, the teacher shifts from being a transmitter of information to a facilitator who creates opportunities for learners to activate their multiple intelligences. For example, a single lesson on a Prophetic

event can include narrative reading (linguistic intelligence), visual mapping (spatial intelligence), group discussion (interpersonal intelligence), reflective writing (intrapersonal intelligence), and dramatization (kinesthetic intelligence). This integrated approach enriches the learning environment and promotes deeper comprehension.

Impact on Language Skills

Applying MI in teaching Arabic enhances all four language skills: listening is developed through expressive storytelling; speaking through interactive discussions and role-plays; reading through analyzing biographical texts; and writing through reflective and analytical tasks related to Prophetic events. These skills are integrated in unified learning experiences rather than taught in isolation.

Cultural and Ethical Dimensions

Integrating MI-based strategies with Prophetic content develops learners' cultural and ethical understanding by exposing them to authentic Arabic in meaningful contexts. Learners encounter values such as cooperation, patience, and mercy embedded in language use, enabling them to connect linguistic forms with cultural meanings and human behavior.

Proposed Instructional Model Based on MI Theory

Foundations of the Model

The proposed instructional model is based on several principles:

1. integrating language with ethical behavior;
2. diversifying learning modes to accommodate different intelligences;
3. employing situational learning centered on Prophetic events;
4. encouraging interaction and learner participation; and
5. integrating all language skills into cohesive instructional units.

Implementation Through the ADDIE Model

Analysis:

Identifying learners' linguistic levels, needs, dominant intelligences, and relevant Prophetic events.

Design

Defining learning objectives and developing MI-based activities such as:

1. textual analysis (linguistic);
2. mind maps (spatial);
3. role-play (kinesthetic);
4. group discussion (interpersonal);
5. reflective writing (intrapersonal).

Development

Preparing instructional materials including texts, images, audio files, presentations, and worksheets.

Implementation:

Using cooperative learning, problem-solving, role-play, and discussion to encourage active learning.

Evaluation:

Using formative and summative assessment tools including observation, peer assessment, self-assessment, and

performance-based tasks to evaluate multiple intelligences.

Sample Lesson: The Prophet's Position in the Battle of Uhud

A model lesson focuses on language extraction, oral expression, vocabulary usage, and reflection on values such as patience. Activities include reading the biographical text, designing visual maps, dramatizing events, group discussions, reflective writing, and chanting related poetic verses, each targeting a different intelligence.

RESULTS AND RECOMMENDATIONS

RESULTS

The study produced several key findings:

1. integrating MI theory with Prophetic content creates a rich learning environment that stimulates diverse intelligences;
2. Prophetic events enhance linguistic learning within an ethical framework;
3. MI-based activities increase learner motivation;
4. language skills become more cohesive and interconnected;
5. the teacher's role shifts toward facilitation;
6. overall learning outcomes improve significantly.

RECOMMENDATIONS

The study recommends:

1. integrating MI theory into Arabic teacher training programs;
2. designing curricula based on Prophetic situations combining language and values;
3. diversifying assessment tools to reflect multiple intelligences;
4. employing modern educational technologies for visual and auditory stimulation;
5. conducting empirical studies to measure the impact of MI-based strategies;
6. linking Arabic instruction with Islamic cultural and ethical content.

CONCLUSION

Adopting teaching strategies grounded in Multiple Intelligences theory constitutes a qualitative transformation in the teaching of Arabic as a foreign language. This approach addresses individual learner differences and provides a holistic learning experience that develops language, cognition, and values simultaneously. The Prophetic Biography offers an ideal educational model for integrating these dimensions, thereby enriching the learning process and enhancing cross-cultural communication and understanding.

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