

## **Psycholinguistic Based Learning Model: Cognitive and Affective Approaches in Teaching Arabic as a Foreign Language**

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### **ABSTRACT**

This study formulates and analyzes a psycholinguistic-based Arabic language learning model that integrates cognitive and affective approaches in the Indonesian context. The background is a low mastery of grammar, vocabulary, and verbal communication competence due to the dominance of memorization methods and lack of attention to motivation, attitudes, and learning experiences. The method used is library research on journals, theory books, and cutting-edge research articles. Content and descriptive analysis is used to synthesize psycholinguistic principles (information processing, memory, schema, and meaning formation) with affective factors (motivation, attitude, emotion, and self-confidence). Results show that cognitive affective integration results in holistic learning that improves language processing and retention while encouraging engagement, communication courage, and learning diligence. Effective strategies include project-based learning, simulation, self-exploration, and structured reflection, with holistic assessments that balance cognitive, affective, and psychomotor indicators. The main challenges are the need for teacher training, the development of contextual and Islamic teaching materials, and periodic curriculum reviews. The conclusion emphasizes that the integrated psycholinguistic model is relevant and has the potential to improve linguistic competence and positive attitudes towards the Arabic language. Follow-up research recommendations include longitudinal studies and analysis of the influence of the cultural-school context on the effectiveness of the model.

**Keywords:** *Psycholinguistics; Cognitive-affective approach; Holistic Assessment.*

### **INTRODUCTION**

Arabic, as a foreign language, holds a strategic role in linguistic education and the development of cross-cultural competence in Indonesia. However, the process of learning Arabic often encounters various challenges, not only due to the linguistic complexity of the language but also because of learners' psychological, cognitive, and motivational factors. In this context, psycholinguistics provides a relevant theoretical framework, as it examines the relationship between language, mental processes, and learning.

The cognitive approach in psycholinguistics emphasises how learners process, store, and retrieve linguistic information, whereas the affective approach highlights the influence of motivation, emotions, and attitudes on learning effectiveness. Integrating these two aspects is believed to create a more comprehensive and sustainable learning process. Previous studies have affirmed that the success of language acquisition is significantly influenced by the balance between learners'

cognitive abilities and affective conditions. Learning that focuses solely on linguistic aspects without considering psychological factors tends to be less effective and may reduce students’ motivation and self-confidence.

A psycholinguistics-based learning model employing both cognitive and affective approaches is considered capable of addressing these issues by combining thinking skills, motivation, and positive attitudes within the learning process. Literature studies indicate that instructional designs integrating cognitive strategies such as information organisation and critical thinking with affective strategies such as motivation enhancement and the cultivation of positive attitudes can improve the effectiveness and meaningfulness of Arabic language learning.

Therefore, this study aims to design and analyse an Arabic language learning model based on psycholinguistics through the integration of cognitive and affective approaches. It is expected that the findings will not only enrich theoretical perspectives on Arabic language education but also provide practical guidance for educators in developing adaptive, engaging, and holistic teaching strategies that strengthen learners’ communicative competence.

## **METHODS**

### **Subject of Research**

The present study employs a qualitative research design utilizing a library research (also known as literature review or desk research) approach. This methodology is specifically designed to deeply investigate and systematically analyze existing scholarly material relevant to the integration of psycholinguistic aspects—specifically the cognitive and affective approaches—within Arabic language learning models for foreign language learners. The subject of the research is not a human population or an empirical site, but rather the body of literature itself. This includes established theories, conceptual frameworks, and empirical findings concerning psycholinguistics, second language acquisition (SLA) theory, and pedagogical models for teaching Arabic as a Foreign Language (AFL). The focus is on identifying, evaluating, and synthesizing effective, theoretically-grounded learning models informed by how learners process (cognitive) and feel (affective) about the target language.

### **Instrument**

Given the nature of the library research, the research instrument is the researcher's critical reading and analytical framework. This framework is applied systematically to evaluate the sources, and includes specific search protocols and criteria for inclusion/exclusion, ensuring the literature selected is relevant, credible, and foundational to the field. The collection and analysis process relies heavily on a comprehensive academic database and library resources.

Primary data are systematically sourced from seminal works, peer-reviewed scientific journals, and recent, high-impact research articles that directly address psycholinguistic theory, models of Arabic language learning, and the application of cognitive and affective strategies in language pedagogy. Secondary data encompasses relevant prior studies, dissertations, and conference proceedings that provide context, comparative analysis, or validation of the main themes. Finally, tertiary data are utilized to solidify the theoretical and conceptual foundation; this includes specialized linguistic dictionaries, reference books on the psychology of language, encyclopaedias, and other authoritative supporting materials that reinforce the terminological and theoretical clarity of the study.

### **Data Collection and Analysis**

The data collection procedure is executed through a documentary study which involves a rigorous and systematic gathering of academic literature pertinent to the research topic. This process mandates the meticulous review of references from high-quality journals, scholarly books, and credible sources to ensure the validity and reliability of the data utilized. The initial search is followed by a screening phase based on relevance and methodological rigor, creating a robust corpus of literature for analysis. Subsequently, the data analysis is performed in two synergistic stages. First, content analysis is employed to evaluate and deconstruct the psycholinguistic concepts and theories that are directly related to Arabic language learning.

This involves coding and categorizing textual data to identify recurring themes, theoretical alignments, and interconnections between cognitive factors (e.g., memory, comprehension, processing speed) and affective factors (e.g., motivation, anxiety, self-efficacy). Second, descriptive analysis is utilized to explore and articulate the specific implementation models derived from the content analysis. This systematic analysis process culminates in the formulation of a theoretically sound, effective, and evidence-based learning model for AFL that explicitly integrates both cognitive processing strategies and affective engagement techniques.

### **RESULTS AND DISCUSSION**

The findings of the library research support the integration of cognitive and affective approaches in Arabic language learning as an essential strategy to create an effective, comprehensive, and sustainable learning process. The cognitive approach focuses on how students process, understand, and construct meaning in Arabic through mental activities such as organising information and employing cognitive schemas that are relevant to social and cultural contexts.

Meanwhile, the affective approach emphasises aspects of motivation, positive attitude, interest, and self-confidence, which play a crucial role in enhancing

learners’ engagement and willingness to communicate in Arabic. Literature reviews from various academic journals indicate that learning models integrating the cognitive, affective, and psychomotor domains employ strategies such as project-based learning, simulations, and structured reflection, which balance the development of thinking skills and students’ socio-emotional values.

The main challenge identified is the need to improve teacher training in interactive methods and the development of innovative teaching materials that align with local contexts and Islamic values. With a curriculum that is responsive to learners’ needs and professional support for teachers, the integration of cognitive-affective approaches can enhance the quality of Arabic language learning in an optimal and sustainable manner.

Etymologically, the term psycholinguistics is derived from the combination of the words psychology and linguistics. These two fields of study are distinct, each possessing its own unique procedures and methods (Purba, 2018). Nevertheless, both share a common focus on language, though from different perspectives. Linguistics examines language from a formal aspect, such as phonology, morphology, syntax, and semantics, while psychology investigates how humans use language that is, the processes and behaviours involved in language use (Muliana et al., 2025). In other words, linguistics places greater emphasis on language competence (the theoretical ability of language), whereas psycholinguistics focuses on how that competence is put into practice (Ismail, 2013).

Psycholinguistics is a branch of science that explores the relationship between human mental processes and language use. This field integrates the principles of linguistics, psychology, and cognitive science to understand how language is processed, learned, and used by individuals (Goikoetxea et al., 2024). The main focus of psycholinguistics includes various aspects such as language acquisition, comprehension, production, as well as the storage and retrieval of linguistic information in memory (Nugrahawan et al., 2024). In this regard, there must be guiding principles that serve as the foundation of psycholinguistics in determining the appropriate methods among them are the cognitive and affective principles.

The cognitive principle in psycholinguistics emphasises the mental processes that occur in the brain when an individual acquires, understands, and uses language (Dey, 2021). In the context of Arabic language learning, this principle focuses on how linguistic information is processed and stored in memory, and how the structure and meaning of Arabic are organised in the learner’s mind, thereby creating a meaningful Arabic language environment (Novita et al., 2021).

The basic cognitive principles in psycholinguistics that can be applied to Arabic language learning include the learner’s active knowledge, in which students

do not merely receive language passively, but actively construct meaning through experience and social interaction (Hafidah, 2023). Furthermore, social context plays a crucial role in shaping a learner’s understanding of language through interaction, culture, and personal experience, which influence how individuals interpret language and employ cognitive schemas to organise newly learned linguistic information.

The term affective originates from the English word “affective,” which refers to a field related to values and attitudes. According to Popham, the affective domain encompasses aspects associated with emotions, feelings, attitudes, and value systems that determine how an individual accepts or rejects something, as well as how they appreciate and adjust their emotions (Saptono et al., 2018). The affective principle includes characteristics such as receiving information, responding, valuing, organising values, and integrating values that shape behaviour and personality patterns. In Arabic language learning, affective aspects help enhance learners’ motivation and engagement, making them more active and enthusiastic during the learning process (Derojat et al., 2023).

One of the key factors contributing to success in learning Arabic is motivation, which drives the learner’s psychology to study and achieve learning objectives. Teachers also play a crucial role in encouraging and maintaining this motivation throughout the learning process (Fatoni, 2019). Having an attitude towards Arabic whether positive or negative also influences the process of language learning. A positive attitude, such as appreciation for Arab culture and belief in its usefulness, can increase students’ interest and participation during lessons. Conversely, a negative attitude tends to hinder progress by reducing enthusiasm and the willingness to learn (Abror & Djamilah, 2024). Another important factor is self-confidence, which has a direct impact on students’ ability to speak, understand, and interact in Arabic. Confident learners are more willing to practise, make mistakes, and learn from them. Indeed, the key to mastering a language is not being afraid of making mistakes and maintaining confidence a principle that learners should hold firmly, especially when studying the Arabic language (Azmy & Munip, 2025).

The Cognitive Conceptual Foundation refers to the process of thinking, problem solving, and mastery of concepts. Affective includes learning motivation, interests, values, ethics, and teacher-student relationships (Lestari & Shaleh, 2023). Together, they form an internal framework that influences how information is learned, processed, remembered, and applied (Hasan, 2018). The rationale is that the integration of the three domains (cognitive, affective, psychomotor) results in more thorough learning and is relevant to the context of students’ lives.

The emphasis on affective is not only to increase motivation, but also to the

quality of social interaction and continuous collaborative learning. Literature research shows that structured affective strategies can improve engagement, teacher-student relationships, and overall learning outcomes (Elyatul Mu’awanah & Ita Nurmala, 2024). Components of the Integrated Learning Model In the curriculum design, ensure that the learning objectives cover three domains in a balanced manner, with cognitive indicators (e.g. analysis, synthesis), affective (motivation, cooperative attitude, empathy), and psychomotor (skill practice) indicators according to the context of the subject (Yedia Syaranamual, 2025).

Teaching strategies use self-exploratory activities, project-based learning, simulations, and practicum assignments that combine cognitive instruction with opportunities to develop affective values (e.g., collaboration, responsibility, ethical reflection) (Nasrulloh, 2025). A holistic assessment of the design of assessment instruments that capture cognitive (tests, critical thinking rubrics), affective (motivation scales, relational surveys, attitude reflection), and psychomotor (practical skills) achievements (Pembelajaran et al., 2024). Continuous assessment helps direct learning in a sustainable manner. Language learning strategies are also known as specific actions and behaviors that students perform intentionally or unintentionally to facilitate and improve the development of their language skills (Rasit & Ismail, 2024).

**Practical Implications For Model Design with Prior knowledge activation**  
Start with a tangible context that is relevant to the student, so that cognitive topics are connected to the student's interests and values (affective) and prepare the basis for the practice of the skill (psychomotor) (Nugrahawan et al., 2024). Problem-based learning or projects that are interdisciplinary in nature tasks that require concept analysis (cognitive), collaboration and empathy (affective), as well as demonstration of practical skills (psychomotor) can improve the internalization of concepts and transfer (Cahyani et al., 2025). Structured reflection inserts reflection time to assess thinking processes (cognitive) and feelings/attitudes towards material (affective), while directing the improvement of practical skills.

**Sustainability and Challenges**  
Teacher training and resource support play a crucial role in the successful implementation of integrated learning, which comprehensively covers cognitive, affective, and psychomotor aspects. This training should be designed to equip teachers with the skills to design effective learning programs. In addition, structured classroom management supports the creation of a conducive and interactive learning environment, where teachers are able to adapt teaching methods to the needs and characteristics of students, thereby spurring motivation and active involvement in the learning process (Islam et al., 2024). Local references show that affective strategies can strengthen the teacher-student relationship and improve motivation and quality of learning (Lyna Luthfiyyah

Azzahra & Roro Ayu Angeli, 2025).

## CONCLUSION

The mastery of the Arabic language is influenced not only by linguistic ability but also by learners' cognitive and affective processes. The integration of these two domains serves as a fundamental basis for establishing a holistic and effective learning framework. The cognitive approach facilitates learners in processing, storing, and comprehending linguistic information, while the affective approach reinforces motivation, attitudes, and self-confidence essential factors that determine success in language acquisition and communication. This interplay highlights the importance of addressing both mental and emotional dimensions in Arabic language pedagogy. Furthermore, the psycholinguistic integration of cognitive and affective aspects promotes the development of active, reflective, and contextually grounded learning experiences. Teachers play a crucial role in applying this model by designing balanced curricula, employing interactive learning strategies, and implementing meaningful assessment methods. Consequently, this approach not only enhances linguistic competence but also nurtures positive attitudes and sustained motivation among learners. Ultimately, a psycholinguistics-based Arabic language learning model offers a more engaging, effective, and sustainable pathway towards mastering Arabic as a foreign language.

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