Integrating Arabic Football Commentary into Arabic Learning: A Stylistic-Pedagogical Model

Segaf Baharun[1]*, Nur Hanifansyah[2]

[1,2] Universitas Islam Internasional Darullughah Wadda'wah, Indonesia.

Abstract: This study investigates the potential of Arabic football commentary as an authentic pedagogical tool to enhance learners' stylistic competence in Arabic. Traditional teaching methods often emphasize memorization, which limits spontaneous and expressive use of language. To address this gap, the research aims to explore how football commentary can foster learners' awareness and application of Arabic stylistic expression. Using a qualitative pedagogical case study, data were collected from 30 undergraduate students of Arabic Language and Literature at Universitas Islam Internasional Darullughah Wadda'wah. The research process consisted of three stages: analysis of professional commentators' rhetorical features, practice sessions where participants produced their own commentary, and focused group discussions to capture learners' perceptions. Findings reveal that this method improved students' sports-related vocabulary, rhetorical skills such as metaphor and hyperbole, and overall motivation. Challenges included the rapid pace of commentary and dialectal interference, which require structured instructor guidance. The novelty of this study lies in systematically integrating football commentary into language teaching, transforming a popular cultural practice into a structured pedagogical approach. It is suggested that Arabic curricula incorporate authentic commentary activities to enrich stylistic learning and inspire more engaging classroom practices.

INTRODUCTION

Learning Arabic effectively requires not only mastery of vocabulary and grammar but also sensitivity to Stylistic Expression the stylistic and rhetorical features of the language that bring expression to life.[1] However, one of the persistent challenges in Arabic language education is the lack of engaging and authentic materials that can expose learners to real-time,[2] expressive,[3] and context-

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[1] Moh. Tohiri Habib et al., 'A Psycholinguistic Approach to Enhancing Arabic Vocabulary and Morphology Mastery Through Inspirational Quotes', *An Nabighoh* 27, no. 1 (June 2025): 1–24, https://doi.org/10.32332/an-nabighoh.v27i1.1-24.

[2] Abdelrahman Abdalla Salih and Lamis Ismail Omar, 'Enhancing EFL Learners' Engagement in Situational Language Skills through Clustered Digital Materials', *Frontiers in Education* 9 (November 2024): 1439104, https://doi.org/10.3389/feduc.2024.1439104.

[3] Sultan Almelhes, 'Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges', *Education Sciences* 14, no. 10 (October 2024): 1116, https://doi.org/10.3390/educsci14101116.

rich language.[4] Traditional methods often prioritize memorization of rules and texts, which, although necessary,[5] may result in limited communicative spontaneity and stylistic flexibility.

Recent studies highlight the influence of authentic discourse on linguistic and cultural identity among Arabic speakers. Altakhaineh et al. show that Arabic-speaking MA students' acknowledgements in English reflect both academic conventions and cultural background,[6] emphasizing the link between stylistic choices (Stylistic Expression) and identity construction. Likewise, Holtzhausen et al. and Bursais discuss the importance of Arabic translation and cultural adaptation in football-related contexts, from medical assessment tools to player monitoring,[7] indicating the growing scholarly concern with Arabic and sport, though outside the pedagogical domain.

More directly related, Hamidi examined the stylistic dimensions of Arabic football commentary,[8] emphasizing its role in enriching Modern Standard Arabic with new expressions and highlighting the qualities required for successful commentators, such as rhetorical talent and academic training. Similarly, Alqudah and Hassan analyzed figures of speech in English football commentary,[9] demonstrating the prevalence of metaphors, similes, and idioms as essential rhetorical tools. While both studies underscore the linguistic and stylistic richness of football commentary, they remain focused on descriptive and journalistic perspectives.

The present study extends this discussion by addressing the pedagogical gap, exploring how Arabic football commentary can be systematically integrated into language instruction to develop learners' stylistic competence. Al Saqqar et al. find that Arab sports commentators strongly shape audience engagement and

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[4] Mohammad Hamad Al-khresheh, Suheyla Demirkol Orak, and Shatha F. Alruwaili, 'The Development of Language Proficiency through Global Skills Enhancement Using Web 2.0 Tools in University EFL Contexts: A Mixed Methods Quasi-Experimental Study', *Humanities and Social Sciences Communications* 12, no. 1 (July 2025): 931, https://doi.org/10.1057/s41599-025-05210-2.

[5] Pamela M. Ironside, 'Teaching Thinking and Reaching the Limits of Memorization: Enacting New Pedagogies', *Journal of Nursing Education* 44, no. 10 (October 2005): 441–49, https://doi.org/10.3928/01484834-20051001-02.

[6] Abdel Rahman Mitib Altakhaineh, Afakh Said Younes, and Ashraf Allawama, 'A Corpus-Driven Study of Gratitude in English Acknowledgements by Arabic-Speaking MA Students: Constructing L2 Academic Writer Identity', *Cogent Arts & Humanities* 11, no. 1 (December 2024): 2346361, https://doi.org/10.1080/23311983.2024.2346361.

[7] Louis J. Holtzhausen et al., 'Arabic Translation and Cross-Cultural Adaptation of Sport Concussion Assessment Tool 5 (SCAT5)', *Biology of Sport* 38, no. 1 (2021): 129–44, https://doi.org/10.5114/biolsport.2020.97673.

[8] عبد النّور حميدي, 'Football and the Art of Sports Commentary in the Arabic Language - Stylistic Features and Future Prospects', *Wisdom Journal For Studies & Research* 4, no. 04 (July 2024): 756–77, https://doi.org/10.55165/wjfsar.v4i04.270.

[9] Mustafa Mohammad Alqudah and Isyaku Hassan, 'A Pragmatic Analysis of Figures of Speech in English Top Matches Football Commentary', *International Journal of Academic Research in Business and Social Sciences* 15, no. 4 (April 2025): Pages 185-191, https://doi.org/10.6007/IJARBSS/v15-i4/25189.

cultural identity,[10] demonstrating the rhetorical and emotional impact of football commentary. Abouelgamal further argues that commentators function as modern figures of faṣāḥa,[11] merging eloquence, clarity, and rhetorical power with classical Arabic traditions. Despite these insights, there remains limited research on employing Arabic football commentary as a pedagogical tool for developing learners' stylistic awareness. This study seeks to address this gap.

The focus of this paper is to examine how exposure to and analysis of Arabic football commentary can enhance learners' understanding and application of Stylistic Expression in Arabic. The central research questions are: How can Arabic football commentary be integrated into language learning to foster stylistic awareness? What are the benefits and challenges of using football commentary in developing learners' Stylistic Expression competence?

The scope of this study is focused on the pedagogical application of Arabic football commentary from widely broadcasted matches. Specifically, we analyze commentary delivered in Modern Standard Arabic (MSA),[12] as it is the most appropriate linguistic register for formal language instruction. This intentional focus allows us to provide a structured framework without introducing the confounding variables of various regional dialects. While we acknowledge the rich linguistic diversity within Arabic dialects, they fall outside the purview of this research. Furthermore, this study's primary objective is to develop and evaluate Stylistic Expression and rhetorical competence, rather than providing a comprehensive assessment of all four language skills (listening, speaking, reading, and writing). Our methodology is tailored to enhance learners' expressive and spontaneous language use, which is a significant component often underserved by traditional language curricula. Consequently, the findings and their implications are limited to this specific dimension of language acquisition.

This research is significant for two reasons. First, it introduces an innovative and culturally engaging resource for Arabic language teaching that aligns with learners' interests, particularly among youth who are passionate about football. Second, it contributes to the theoretical discussion of integrating authentic linguistic input into Arabic pedagogy by situating Stylistic Expression development at the center of language practice, rather than treating it as an advanced or peripheral skill.

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[10] Fawwaz Al Saqqar et al., 'Impact of Arab Sports Commentators on Jordanian Audience Reaction', *The International Journal of Interdisciplinary Social and Community Studies* 20, no. 1 (2025): 285–306, https://doi.org/10.18848/2324-7576/CGP/v20i01/285-306.

[11] Tarek Abouelgamal, 'Le Commentateur Sportif Comme Figure Moderne de La Faṣāḥa', *Arabica* 71, no. 6 (December 2024): 704–39, https://doi.org/10.1163/15700585-20246903.

[12] Abdulmoneim Mahmoud, 'Modern Standard Arabic vs. Non-Standard Arabic: Where Do Arab Students of EFL Transfer From?', *Language, Culture and Curriculum* 13, no. 2 (July 2000): 126–36, https://doi.org/10.1080/07908310008666594.

By positioning this study within prior works on authentic material usage and sports linguistics, it aims to fill the gap in Arabic language education research. Specifically, while earlier studies have underscored the importance of contextualized learning, this article demonstrates how Arabic football commentary offers a unique, spontaneous, and rhetorically rich discourse that can cultivate learners' stylistic competence.

METHOD

This research employed a qualitative approach with a pedagogical case study design, which was considered the most suitable framework to explore the integration of Arabic football commentary in language teaching. The choice of this method was based on the need to capture both the linguistic development of students and their lived experiences in engaging with authentic discourse. A pedagogical case study design enables an in-depth and context-sensitive examination of a single instructional phenomenon, providing a holistic understanding of the teaching–learning process.[13]

The study was conducted at Universitas Islam Internasional Darullughah Wadda'wah (UII Dalwa), Pasuruan, Indonesia, with 30 undergraduate students of the Arabic Language and Literature Department as participants. The site was deliberately chosen due to the institution's emphasis on Arabic stylistics and its openness to integrating innovative teaching strategies.[14] The unit of analysis focused on the learners' development of Stylistic Expression competence through structured exposure to football commentary.

The primary data were collected from participants' recorded commentaries, reflection journals, and transcripts of focused group discussions. he recorded commentaries were based on high-level Arabic football commentaries accessed via YouTube at Hilyah Channel, including materials such as *"Komentator Bola Terbaik Dalwa"* (accessed on 23 September 2025). Meanwhile, secondary data included existing literature on authentic materials, stylistic competence, and sports linguistics, which provided the conceptual grounding for analysis. Informants in this study consisted of the participating students, supported by the researcher acting as a facilitator and observer.

Data collection was divided into three stages. First, the model analysis stage, where students analyzed the rhetorical and lexical features of professional Arabic commentators by transcribing short clips. Second, the practice sessions, in which students produced their own spontaneous commentary based on football match

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[13] John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

[14] Segaf Baharun and Nur Hanifansyah, 'Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah Pada Daurah Ramadhan Di Pon Pes Dalwa', *Shaut Al-Arabiyah* 12, no. 2 (November 2024), https://doi.org/10.24252/saa.v12i2.52825.

clips. Third, the focused group discussion,[15] designed to capture the participants' perceptions of the benefits and challenges of the activity. All sessions were recorded, transcribed, and supplemented with field notes.

For the data analysis, two approaches were applied. A content analysis was used to identify and categorize the stylistic features of the students' commentaries, such as metaphor, hyperbole, and repetition. In addition, thematic analysis was employed to synthesize recurring themes from reflection journals and focus group discussions, particularly regarding motivation, challenges, and perceived learning outcomes. The combination of these analytical procedures ensured that both linguistic and experiential dimensions were adequately captured.

Ethical considerations were prioritized throughout the research. All participants provided informed consent, their identities were kept confidential, and the data were used exclusively for academic purposes. This methodological rigor ensures the validity, trustworthiness, and transferability of the findings.

RESULT AND DISCUSSION

Throughout history, Arabic Stylistic Expression, or stylistic expression, has evolved under various cultural,[16] social,[17] and linguistic influences that have shaped its unique characteristics.[18] This evolution reflects the integration of classical Arabic rhetorical techniques with contemporary modes of expression, particularly evident in modern media such as football commentary, where dynamic and vivid language captivates audiences while preserving linguistic heritage. [19] This blending has allowed Arabic Stylistic Expression to remain relevant and engaging, adapting to the fast-paced and emotionally charged environment of sports broadcasting. Historically, this transformation is rooted in the broader linguistic and cultural shifts that have shaped Arabic media, where the art of eloquence meets the immediacy of live commentary, creating a unique stylistic fusion.

The analysis of this study's findings reveals several key outcomes regarding the use of Arabic football commentary as a pedagogical tool for enhancing stylistic

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[15] Primadi Candra Susanto et al., 'Qualitative Method Concepts: Literature Review, Focus Group Discussion, Ethnography and Grounded Theory', *Siber Journal of Advanced Multidisciplinary* 2, no. 2 (September 2024): 262–75, https://doi.org/10.38035/sjam.v2i2.207.

[16] Alaaeldin Mahmoud, 'Multilingual Poetics in Arabic and Persian Maqāmāt: Between al-Taṣannu' Andsabk', *Postmedieval* 15, no. 3 (September 2024): 657–86, https://doi.org/10.1057/s41280-024-00334-1.

[17] Marcin Styszyński, 'Evolution of Arabic RhetoricFrom Classical Balāgha to Modern Concepts of Persuasion', in *Routledge Handbook of Descriptive Rhetorical Studies and World Languages*, 1st ed., by Weixiao Wei and James Schnell (London: Routledge, 2023), 69–86, https://doi.org/10.4324/9781003195276-7.

[18] Choirul Mahfud et al., 'Islamic Cultural and Arabic Linguistic Influence on the Languages of Nusantara; From Lexical Borrowing to Localized Islamic Lifestyles', *Wacana* 22, no. 1 (May 2021): 224, https://doi.org/10.17510/wacana.v22i1.914.

[19] Muhamad Solehudin et al., 'The Psycholinguistic Effects of Blackboards and Colorful Chalk on Arabic Vocabulary Acquisition in Malaysian', *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 8, no. 2 (August 2025), https://doi.org/10.22219/jiz.v8i2.36624.

expression. This section is divided into two main parts: the positive impacts on learning and the challenges encountered during the implementation.

A Dynamic Framework: Integrating Football Commentary to Cultivate Stylistic Awareness

Using Arabic football commentary significantly enriched the learning experience for the students. They showed a notable improvement in their vocabulary, especially with terms specific to sports (مصطلحات رياضية) such as; هجمة مرتدة (counter-attack), تسديدة قوية (powerful shot), and ركلة حرة مباشرة (direct free kick). More than just memorizing words, students began to naturally adopt the stylistic structures common in commentary, incorporating exclamatory phrases like يا سلام على هذا الهدف (What a goal!) and using repetition for emphasis, such as الله، الله، الله. The practice sessions also helped them move beyond literal translation and cultivate rhetorical skills. They learned to use metaphors (اللاعب ينسج خيوط الهجوم- the player weaves the threads of the attack) and hyperboles (صاروخ لا يصد ولا يرد- an unstoppable rocket) to create more vivid and engaging descriptions. In addition to rhetorical devices such as metaphors and hyperboles, the students also produced spontaneous expressions that reflected the dynamic style of Arabic football commentary. During the practice sessions, they used phrases like يتقدم بكل سرعة (he advances at full speed), له رأي آخر (he has another opinion), هذه المخالفة تؤدي إلى (this foul leads to), من الأخ...... يحاور أن يمر (he changes the direction of the ball), يغير تجاه الكرة (the player… he dribbles and passes), and يسدد ويسجل الهدف (he shoots and scores the goal).

These examples illustrate how learners moved beyond literal word-for-word translation and began to internalize the rhythm, spontaneity, and stylistic flavor of authentic Arabic commentary. This outcome highlights the pedagogical value of commentary practice in fostering expressive fluency and stylistic competence. This focus on rhetorical devices is a key component of stylistic expression that is often missed in traditional language classes. Lastly, the study found a strong link between using football commentary and increased learner motivation. Students, especially those who love football, showed more enthusiasm and were more willing to practice outside of class. The dynamic, real-time nature of the commentary made learning a challenging but rewarding activity, changing it from a passive task into an active, creative one. To see these findings in more detail, the following table shows Arabic phrases and their stylistic types.

Table 1. Key Arabic Football Commentary Phrases

Arabic Phrase	English Translation	Stylistic Type
يا سلام على هذا الهدف!	What a goal!	Exclamation / Hyperbole
الله على الإبداع!	Oh, what creativity!	Exclamation
هجمة مرتدة خطيرة!	A dangerous counter-attack!	Descriptive phrase
الكرة في الشباك!	The ball is in the net!	Narrative / Declarative
تسديدة قوية من خارج منطقة الجزاء!	A powerful shot from outside the penalty box!	Hyperbole
الكرة مرت بجانب القائم!	The ball went just beside the post!	Descriptive
ركلة حرة مباشرة!	A direct free kick!	Technical term
الحكم يرفع الراية، هناك تسلل!	The referee raises the flag, there is an offside!	Narrative / Declarative
عرضية رائعة!	A wonderful cross!	Exclamation
هناك خطأ على اللاعب!	There's a foul on the player!	Declarative
فرصة ضائعة!	A missed opportunity!	Exclamation
اللاعب يتقدم ويسدد...	The player advances and shoots…	Narrative
دفاع صلب من الفريق!	Solid defense from the team!	Descriptive
انتهى الشوط الأول!	The first half is over!	Declarative
نتيجة المباراة هي...	The result of the match is…	Declarative
تغيير في تشكيلة الفريق.	A substitution in the team's lineup.	Narrative
يتقدم بكل سرعة	He advances at full speed	Descriptive / Narrative
هذه المخالفة تؤدي إلى...	This foul leads to…	Declarative
له رأي آخر	He has another opinion	Figurative / Idiomatic
يغير تجاه الكرة	He changes the direction of the ball	Narrative
من الأخ......... يحاور أن بمر	From the player… he dribbles and passes	Narrative
يسدد ويسجل الهدف	He shoots and scores the goal	Exclamation / Narrative

In order to foster stylistic awareness (stylistic expression), Arabic football commentary can be integrated into language learning through a structured, three-stage pedagogical approach. First, learners engage in model analysis, where they watch and listen to short clips of professional commentators. This stage focuses on identifying and transcribing key phrases, studying lexical choices (هجمة مرتدة, تسديدة قوية), and recognizing rhetorical patterns. Second, students participate in

practice and training sessions. They are given video clips of matches without commentary and are tasked with creating their own spontaneous commentary, either individually or in pairs. This active production stage allows them to immediately apply the stylistic features they have learned. Finally, peer-to-peer evaluation and reflection sessions are held, where students listen to their own and their classmates' recordings, providing constructive feedback on the use of stylistic expression and overall fluency. This method transforms a passive listening task into an active, creative exercise that directly targets rhetorical competence.
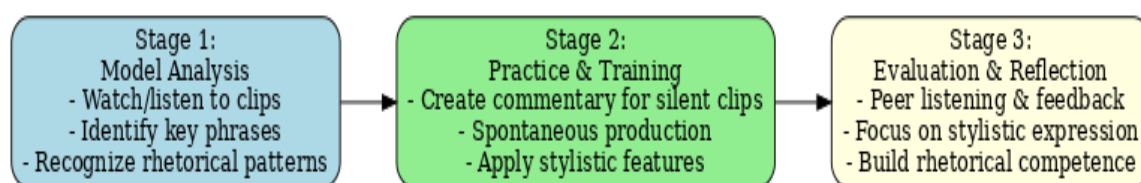

Figure 1. Pedagogical approach for integrating Arabic football commentary into language learning.

This section details the structured pedagogical approach for integrating Arabic football commentary into the language classroom. The methodology, designed to foster stylistic awareness, moves beyond passive listening to a three-stage, active learning process. Learners first engage in model analysis of professional commentators to identify key rhetorical and lexical patterns. This is followed by active practice and training sessions where students produce their own commentary, directly applying the stylistic features they have learned. The process culminates in peer-to-peer evaluation and reflection, providing crucial feedback for refining their stylistic expression. This framework transforms commentary from a mere cultural artifact into a powerful tool for developing nuanced linguistic competence.[20]

Another noteworthy outcome of the study is the emergence of collaborative learning dynamics during the commentary practice sessions.[21] Students not only focused on producing individual rhetorical expressions but also engaged in peer scaffolding,[22] where more confident learners provided spontaneous support to those who struggled with vocabulary recall or syntactic structuring.[23] This peer-to-peer interaction fostered a classroom environment characterized by shared

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[20] constant Leung And Guadalupe Valdés, 'Translanguaging and The Transdisciplinary Framework For Language Teaching and Learning In A Multilingual World', *The Modern Language Journal* 103, no. 2 (2019): 348–70.

[21] Karen Sunday Cockrell, Julie A. Hughes Caplow, and Joe F Donaldson, 'A Context for Learning: Collaborative Groups in the Problem-Based Learning Environment', *The Review of Higher Education* 23, no. 3 (March 2000): 347–63, https://doi.org/10.1353/rhe.2000.0008.

[22] Beth Maloch, 'Scaffolding Student Talk: One Teacher's Role in Literature Discussion Groups', *Reading Research Quarterly* 37, no. 1 (January 2002): 94–112, https://doi.org/10.1598/RRQ.37.1.4.

[23] Claudine Kirsch, 'Using Storytelling to Teach Vocabulary in Language Lessons: Does It Work?', *The Language Learning Journal* 44, no. 1 (January 2016): 33–51, https://doi.org/10.1080/09571736.2012.733404.

creativity and collective meaning-making,[24] echoing the principles of communicative language teaching and Vygotsky's zone of proximal development (ZPD). Such collaborative exchanges indicate that football commentary can be more than a stylistic exercise; it can also serve as a platform for cooperative learning and dialogic construction of rhetorical competence.

The Dual Edge of Authenticity: Unpacking the Benefits and Challenges of a Novel Approach

The use of football commentary offers distinct benefits for developing learners' *Stylistic Expression* competence, the most significant benefit is the enhancement of expressive vocabulary and rhetorical skills. Learners move beyond basic descriptions to use more vivid and dynamic language, such as metaphors (اللاعب ينسج خيوط الهجوم) and hyperboles (صاروخ لا يصد ولا يرد). This approach also leads to a notable increase in learner motivation and engagement, as it connects language learning to a topic of personal interest, particularly among younger students. The real-time nature of the activity promotes spontaneity and confidence.

However, this method also presents several challenges. The primary difficulty is the speed and spontaneity of the commentary, which can be overwhelming for beginners. Learners may struggle with rapid processing and production, leading to hesitation and errors. Another challenge is the potential for dialectal influence, as many commentators mix Modern Standard Arabic with colloquialisms. Instructors must provide clear guidance to distinguish between formal and informal phrases. Lastly, effective implementation requires the instructor to possess specialized knowledge, not only in Arabic linguistics but also in football terminology, to provide accurate and helpful feedback.

In-depth interviews with the student participants provided rich insights into their experience, confirming the benefits and challenges of this method from their perspective. A key finding was the transformative effect on learner confidence and motivation. Students consistently expressed that this method made learning feel "real" and "fun," unlike traditional textbook-based learning. For instance, one student noted, "I've always loved football, so this made learning Arabic fun for me. It didn't feel like a normal class." To see these findings in more detail, the following table shows the benefits and their challenges.

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[24] Kristiina Kumpulainen and Sinikka Kaartinen, 'Situational Mechanisms of Peer Group Interaction in Collaborative Meaning-Making: Processes and Conditions for Learning', *European Journal of Psychology of Education* 15, no. 4 (December 2000): 431–54, https://doi.org/10.1007/BF03172986.

Table 2. Benefits and Challenges of Integrating Arabic Football Commentary

Benefits	Challenges
Increased learner confidence and motivation; students described learning as real and fun.	Speed and spontaneity of commentary can overwhelm learners.
Practical acquisition of new words and expressions not found in textbooks.	Grammar accuracy posed difficulties, requiring targeted feedback.
Enhances rhetorical competence (use of metaphors, hyperboles, idioms).	Potential confusion due to dialectal interference in commentary.
Encourages active, creative, and spontaneous language use.	Requires instructors to have expertise in both Arabic linguistics and football terminology.
Builds a collaborative learning environment through peer support.	Hesitation and errors common during early stages of practice.

Another significant finding was the perceived practicality of the language acquisition. Students felt they were learning a "secret code" that was useful for real-world communication. A participant shared, "I learned a lot of new words and expressions that you would never find in a normal curriculum. It's a very practical way to learn." While the spontaneity was challenging, it was also seen as a crucial growth opportunity. As one student summarized, "The biggest challenge for me was the grammar, but the feedback was very direct and useful, which is different from just getting a score on a test." This highlights the value of the active production and immediate feedback loop inherent in the methodology. Overall, the qualitative data strongly supports the conclusion that this method is not only effective in building specific linguistic skills but also in fostering a positive and engaging learning mindset.

Despite the many benefits, implementing this approach presented several challenges. The main difficulty was the speed and spontaneity of live commentary. Students found it tough to process information and produce language at a pace they were not used to. This often led to moments of hesitation and grammatical errors. Another issue was the potential for students to rely on dialectal Arabic. While the study focused on Modern Standard Arabic (MSA),[25] many professional commentators mix in dialectal phrases to connect with their audience.[26] This can be confusing for learners, so instructors must provide clear guidance on which linguistic features to adopt and which to avoid. Finally, this teaching method requires the instructor to have specialized knowledge.[27] To

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[25] Mohammad S. Alanazi, 'The Use of Modern Standard Arabic and Colloquial Arabic in Translation Tasks: A New Perspective', *Cogent Arts & Humanities* 11, no. 1 (December 2024): 2366572, https://doi.org/10.1080/23311983.2024.2366572.

[26] Omar F. Zaidan and Chris Callison-Burch, 'Arabic Dialect Identification', *Computational Linguistics* 40, no. 1 (March 2014): 171–202, https://doi.org/10.1162/COLI_a_00169.

[27] Simon Borg, 'Teacher Cognition in Language Teaching: A Review of Research on What Language Teachers Think, Know, Believe, and Do', *Language Teaching* 36, no. 2 (April 2003): 81–109, https://doi.org/10.1017/S0261444803001903.

provide effective feedback, the instructor needs not only a strong command of Arabic but also a good understanding of football and its specific terminology. Without this expertise, the instructor may struggle to guide students effectively.

The findings of this study on the pedagogical use of Arabic football commentary are strongly supported by and align with prior research, particularly regarding the power and function of this genre. The observed enhancement of learners' stylistic competence (stylistic expression) and their increased motivation directly reflects the rhetorical and emotional impact of commentary as identified by Al Saqqar et al.[28] By systematically integrating this authentic discourse into the classroom, our study provides the pedagogical framework that previous research only hinted at. We have moved from simply acknowledging the influence of commentators to actively harnessing it as a tool for language acquisition.

Furthermore, this research validates Abouelgamal's argument that sports commentators act as modern figures of *fashāḥa* (eloquence).[29] The participants in our study did not just learn new vocabulary; they began to mimic the commentators' use of hyperbole and metaphor, which are core elements of rhetorical power. This suggests that football commentary offers a contemporary pathway for learners to engage with the kind of expressive and persuasive language traditionally found in classical Arabic texts, making the concept of *faṣāḥa* more accessible and relevant to a younger audience.

While studies such as Holtzhausen et al.[30] and Bursais[31] have focused on the translation and cultural adaptation of sports-related content, our research bridges the gap by demonstrating the direct pedagogical value of the commentary itself, not just its content. By proving that this genre can be a structured and effective teaching tool for improving *Stylistic Expression*, our study introduces a novel and practical approach to Arabic language instruction. This method addresses the challenge of providing engaging, authentic materials that traditional approaches often lack, thus expanding on the findings of Altakhaineh et al. by showing how authentic discourse, beyond formal academic writing, can shape linguistic identity and skill in a dynamic, real-time context.[32]

In essence, our research takes the existing theoretical and sociolinguistic insights about Arabic football commentary and transforms them into a tangible pedagogical application, offering a new path for educators to cultivate

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[28] Al Saqqar et al., 'Impact of Arab Sports Commentators on Jordanian Audience Reaction'.

[29] Abouelgamal, 'Le Commentateur Sportif Comme Figure Moderne de La Faṣāḥa'.

[30] Holtzhausen et al., 'Arabic Translation and Cross-Cultural Adaptation of Sport Concussion Assessment Tool 5 (SCAT5)'.

[31] Abdulmalek K. Bursais, 'Arabic Translation and Cultural Adaptation of a Training Load and Player Monitoring in High-Level Football Questionnaire: A Cognitive Interview Study', *PLOS ONE* 19, no. 4 (April 2024): e0302006, https://doi.org/10.1371/journal.pone.0302006.

[32] Altakhaineh, Younes, and Allawama, 'A Corpus-Driven Study of Gratitude in English Acknowledgements by Arabic-Speaking MA Students'.

sophisticated language skills in their students. In order to see the main findings of this study in more detail, the following is a conceptual scheme of transforming theoretical insights on Arabic football commentary into pedagogical application and learning outcomes.
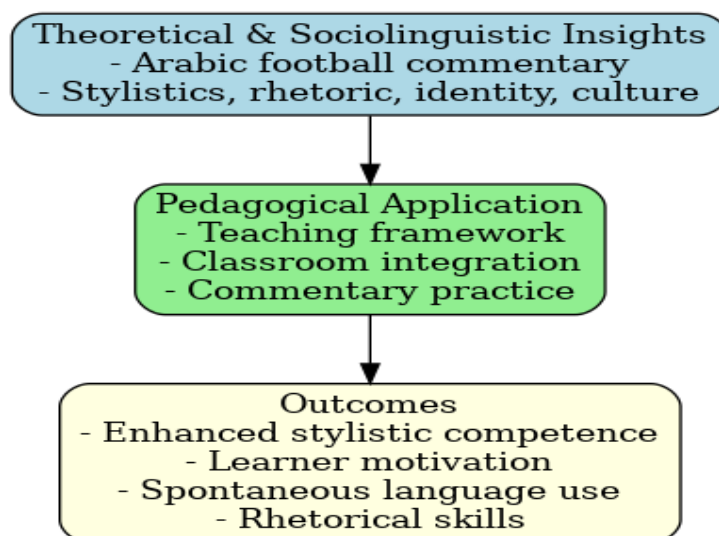
Theoretical & Sociolinguistic Insights
- Arabic football commentary
- Stylistics, rhetoric, identity, culture

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Pedagogical Application
- Teaching framework
- Classroom integration
- Commentary practice

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Outcomes
- Enhanced stylistic competence
- Learner motivation
- Spontaneous language use
- Rhetorical skills

Figure 2. Conceptual scheme of transforming theoretical insights on Arabic football commentary into pedagogical application and learning outcomes.

CONCLUSION

This study has demonstrated that integrating Arabic football commentary into language instruction is an effective and innovative strategy for enhancing learners' stylistic competence. Beyond vocabulary enrichment, it cultivates rhetorical awareness through the use of metaphors, hyperboles, and exclamations, thereby reinforcing expressive Arabic skills. The intervention also significantly boosted learner motivation and engagement, transforming language practice into an active, enjoyable experience.

The findings reinforce the argument that authentic, game-based resources can provide a dynamic alternative to traditional methods. This research contributes a novel and culturally relevant framework to Arabic pedagogy, bridging the gap between sociolinguistic insights and classroom application. Nevertheless, some challenges were identified, including the rapid pace of commentary, the risk of dialectal interference, and the need for instructors with expertise in both Arabic linguistics and football terminology. These limitations suggest opportunities for future research to explore scaffolding techniques, digital tools, and curriculum integration models that can better support learners at varying proficiency levels.

In conclusion, adopting authentic commentary as a pedagogical resource represents a promising direction for Arabic language education. It holds implications not only for stylistic development but also for curriculum innovation,

teacher training, and the design of engaging materials. Future studies could further investigate its application across different proficiency levels, contexts, and media platforms, ensuring broader impact in cultivating fluency and rhetorical competence in Arabic.

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