

An Inductive-Contextual Arabic Grammar Using Historical Texts: A Case Study in a Modern Islamic Boarding School

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Abstract

Arabic grammar is essential for accessing both classical and modern texts; however, its instruction in Islamic boarding schools (*pesantren*) has often remained deductive, theoretical, memorization-based, and decontextualized. This gap makes it difficult for students to apply grammatical rules effectively in real comprehension tasks. This study investigates how historical narrative texts can support a more inductive and contextual pedagogy. Conducted at Darul Qiyam Modern Islamic Boarding School, Kerinci, Indonesia, the research employed a qualitative case study design involving in-depth interviews, classroom observations, and document analysis with four Arabic grammar teachers. The findings identified four main strategies: (1) Direct Explanatory Scaffolding, offering initial orientation through brief explanation and modeling; (2) Pattern Repetition, reinforcing guided noticing and output variation using authentic text patterns; (3) Inductive-Contextual Exploration, where learners inferred rules through meaning-driven analysis of historical discourse; and (4) Inductive-Collaborative-Constructivist Practice, fostering group dialogue, peer explanation, and reflective scaffolding. These strategies aligned with pedagogical parameters such as guided noticing, form-meaning mapping, structural variation, social mediation, and visual scaffolding. The approaches enhanced grammatical sensitivity, reduced reliance on rote memorization, and

promoted learner autonomy. However, negative cases revealed that some students remained dependent on memorized rules or struggled with complex patterns. The study concludes that inductive-contextual strategies supported by historical texts can meaningfully transform grammar instruction in Islamic boarding schools. Recommendations include integrating such texts into curricula, providing teacher training in constructivist pedagogy, and conducting further research on learner differences and digital scaffolding.

Keywords: Arabic grammar, case study, contextual approach, historical texts, inductive strategy, Islamic boarding school.

Introduction

The teaching of Arabic grammar (*nahwu*) in *madrasahs* and *pesantren* remains problematic. Books used in learning grammar include *Mulakhas Qawaid Al Lughah Al Arabiyah* by Fuad Ni'mah and *Jami'uddurus Al-Arabiyyah* by Sheikh Musthafa Al Ghalyaini.¹ Instructional approaches are largely deductive,² rigid, and decontextualized,³ producing learners who can label forms (e.g., *fi'il, ism, harf*) but cannot connect form to meaning in authentic discourse. This gap reveals a persistent disconnection between structural mastery and discourse comprehension.⁴ *Nahwu* teaching in *pesantren* remains traditional.⁵ Recent developments in foreign language pedagogy indicate a shift toward discovery-

¹ Noza Aflisia et al., "Pengembangan Bahan Ajar Nahwu Berbasis Technological Pedagogical Content Knowledge (TPACK) Untuk Meningkatkan Higher Order Thinking Skills (HOTS) Mahasiswa," in *ICON IMAD XI*, ed. Ajid Thohir, M. Yusuf Wibisono, and M. Taufiq Rahman (Bandung: UIN Sunan Gunung Djati Bandung, Indonesia, 2022), 565–81, https://drive.google.com/file/d/1UMB_fnGQhBy8tNdU1DcfGJudxFIYdoFh/view.

² Xavier Fontich and María José García-Folgado, "Grammar Instruction in The Hispanic Area: The Case of Spain with Attention to Empirical Studies on Metalinguistic Activity," *L1 Educational Studies in Language and Literature* 18, no. Specialissue (2018): 1–39, <https://doi.org/10.17239/L1ESLL-2018.18.04.02>

³ Hendrikus Male, "Understanding Inductive and Deductive Approaches in Teaching Grammar in Efl Context," *Jurnal Dinamika Pendidikan* 9, no. 1 (2016): 19, <https://doi.org/10.33541/jdp.v9i1.135>

⁴ Scott A. Crossley, Franklin Bradfield, and Analynn Bustamante, "Using Human Judgments to Examine the Validity of Automated Grammar, Syntax, and Mechanical Errors in Writing," *Journal of Writing Research* 11, no. 2 (2019): 251–70, <https://doi.org/10.17239/jowr-2019.11.02.01>

⁵ Noza Aflisia et al., "Komparasi Pembelajaran Nahwu Di Pesantren Dan Madrasah," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 5, no. 1 (June 29, 2022): 97–110, <https://doi.org/10.32332/AL-FATHIN.V5I01.4231>.

based, noticing-oriented, contextualized, and meaning-focused approaches⁶ that emphasize learner engagement with form within meaningful input.⁷

Inductive and discovery methods position learners as rule discoverers.⁸ Research on noticing⁹ and input processing¹⁰ shows that attention to form is crucial, especially when embedded in communication,¹¹ while teacher scaffolding (through questioning, modeling, and feedback) mediates this process.¹² Most prior studies have focused on learning outcomes (e.g., test scores, structural accuracy) and paid limited attention to the classroom enactment of teacher strategies. Consequently, the process dimension of inductive-contextual grammar instruction, describing how teachers guide noticing, scaffold pattern recognition, and use narrative cues, remains underexplored in Islamic boarding school contexts.

Historical narrative texts (e.g., *Khulāṣah Nūr al-Yaqīn*) are particularly suitable for inductive-contextual learning because they embed recurring grammatical structures (*fi'il māḍī*, *fi'il muḍāri*, *fi'il amr*, *jumlah ismiyyah*, *jumlah fi'liyyah*, *tarkīb iḍāfī*, *shibh al-jumlah*) within chronological storylines, enabling systematic discovery and meaning-making. Responding to this gap, the present study examined not only what students learned but also how teachers enacted inductive and contextual strategies through historical narratives in a modern Islamic boarding school, focusing on classroom interactions, scaffolding practices, and adaptive teacher moves.

⁶ Abd Aziz and Saihu Saihu, "Interpretasi Humanistik Kebahasaan: Upaya Kontekstualisasi Kaidah Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 2 (2019): 299, <https://doi.org/10.29240/jba.v3i2.1000>.

⁷ Nina Bonderup Dohn, Stig Børsen Hansen, and Søren Harnow Klausen, "On the Concept of Context," *Education Sciences* 8, no. 3 (2018): 1–17, <https://doi.org/10.3390/educsci8030111>;

⁸ Rouhollah Rahmatian and Fatemeh Zarekar, "Inductive/Deductive Learning by Considering the Role of Gender—A Case Study of Iranian French-Learners," *International Education Studies* 9, no. 12 (2016): 254, <https://doi.org/10.5539/ies.v9n12p254>.

⁹ Wilfred W.F. Lau and Yiu Kwong Man, "Teacher Noticing: Advancing Understanding of Teaching, Learning, Policy, and Practice in Mathematics Education," *Eurasia Journal of Mathematics, Science and Technology Education* 14, no. 11 (2018): 1–4, <https://doi.org/10.29333/ejmste/99810>

¹⁰ Hossein Hashemnezhad and Sanaz Khalili Zangalani, "Input Processing and Processing Instruction: Definitions and Issues," *International Journal of Applied Linguistics and English Literature* 2, no. 1 (2013): 23–27, <https://doi.org/10.7575/ijalel.v.2n.1p.23>

¹¹ Shiva Azizpour and Parviz Alavinia, "The Impact of Focus on Form and Focus on Forms Instruction on Grammar Acquisition of the Subjunctive by Iranian Advanced EFL Learners," *Teaching English Language* 15, no. 1 (2021): 215–49, <https://doi.org/10.22132/TEL.2021.134368>

¹² Talip Gonulal and Shawn Loewen, "Scaffolding Technique," *The TESOL Encyclopedia of English Language Teaching*, no. January (2018): 1–5, <https://doi.org/10.1002/9781118784235.celt0180>

The study adopted an analytic framework comprising five pedagogical parameters: (P1) guided noticing,¹³ (P2) form–meaning mapping,¹⁴ (P3) output variation,¹⁵ (P4) social mediation,¹⁶ and (P5) visual scaffolding (e.g., diagrams, timelines, color coding).¹⁷ Anchored in this framework, the research aimed to document authentic teacher–student interactions to demonstrate how grammatical knowledge was transformed into meaningful comprehension and to develop a practitioner-oriented framework for curriculum developers, teacher trainers, and educators.

A single-site qualitative case study design was chosen to enable an in-depth, holistic exploration of inductive-contextual grammar instruction in an Islamic boarding school setting and to integrate multiple data sources.¹⁸ The research was conducted at Darul Qiyam Modern Islamic Boarding School (Kerinci, Jambi, Indonesia), focusing on intermediate-to-advanced classes of about 150–160 students, with four male Arabic grammar teachers as the primary participants.¹⁹ These teachers had diverse educational and Islamic boarding school backgrounds (degrees in Arabic education, *tafsīr*, and advanced qualifications, including alumni of Gontor), offering a varied sample of Arabic grammar pedagogical practices.

Data collection combined semi-structured, in-depth interviews (three sessions per teacher, 40–60 minutes each),²⁰ ten classroom observations (90 minutes each) with detailed field notes, and supporting documents (lesson plans, worksheets, and student task artifacts).²¹

¹³ John Mason, “Learning about Noticing, by, and through, Noticing,” *ZDM - Mathematics Education* 53, no. 1 (2021): 231–43, <https://doi.org/10.1007/s11858-020-01192>

¹⁴ Beatriz González-Fernández, “How Is Vocabulary Learnt? An Acquisitional Sequence of L2 Word Knowledge,” *TESOL Quarterly* 59, no. 2 (2025): 755–84, <https://doi.org/10.1002/tesq.3342>

¹⁵ Arthur H. Bossi et al., “Optimizing Interval Training through Power-Output Variation within the Work Intervals,” *International Journal of Sports Physiology and Performance* 15, no. 7 (2020): 982–89, <https://doi.org/10.1123/ijspp.2019-0260>

¹⁶ Ali A. Alzubi, Mohd Nazim, and Jalal Ahamad, “Examining the Effect of a Collaborative Learning Intervention on EFL Students’ English Learning and Social Interaction,” *Journal of Pedagogical Research* 8, no. 2 (2024): 26–46, <https://doi.org/10.33902/JPR.202425541>

¹⁷ Yunus Yildiz, “The Use of Scaffolding Techniques in Language Learning: Extending the Level of Understanding,” *International Journal of Social Sciences & Educational Studies* 7, no. 3 (2020), <https://doi.org/10.23918/ijsses.v7i3p148>.

¹⁸ Robert K. Yin, *Case Study Research and Applications: Design and Methods*, SAGE Publications, Sixth Edit, 2018, <https://doi.org/10.1177/109634809702100108>.

¹⁹ Neil Kenny, Alison Doyle, and Finbar Horgan, “Transformative Inclusion: Differentiating Qualitative Research Methods to Support Participation for Individuals With Complex Communication or Cognitive Profiles,” *International Journal of Qualitative Methods* 22, no. March (2023): 1–17, <https://doi.org/10.1177/16094069221146992>.

²⁰ Hamed Taherdoost, “How to Conduct an Effective Interview ; A Guide to Interview Design in Research Study,” *International Journal of Academic Research in Management (IJARM)* 11, no. 1 (2022): 39–51

²¹ Amanda Bolderston, “Conducting a Research Interview,” *Journal of Medical Imaging and Radiation Sciences* 43, no. 1 (2012): 66–76, <https://doi.org/10.1016/j.jmir.2011.12.002>.

Findings and Discussion

This study explored how Arabic grammar teachers in Islamic boarding schools integrated grammatical instruction into historical narrative texts using inductive and contextual strategies. The analysis focused on pedagogical design, integration techniques, and the challenges teachers encountered and addressed reflectively. The findings highlight how teachers were shifting from rigid, form-based instruction toward contextualized and meaning-oriented pedagogy rooted in authentic Islamic texts.

Interviews and classroom observations revealed a consistent pedagogical orientation among teachers: grammar was best taught through conveying meaning within authentic narrative contexts. Despite minor variations in implementation, four dominant strategies emerged as core practices in inductive-contextual grammar teaching:

1. Direct Explanatory Scaffolding (P2: Form–Meaning Mapping): Teachers explicitly explained grammatical structures before or after reading, linking them directly to examples from historical texts.
2. Pattern Repetition (P1: Guided Noticing; P3: Output Variation): Teachers prompted students to notice and reproduce recurring grammatical patterns (e.g., *fi'l māḍi* or *jumlah fi'liyah*) across paragraphs, reinforcing pattern recognition through contextual repetition.
3. Inductive-Contextual Exploration (P1: Guided Noticing; P2: Form–Meaning Mapping): Students inferred grammatical rules by interpreting forms within narrative meaning, guided by teacher questioning to foster independent rule discovery.
4. Inductive–Collaborative–Constructivist (P4: Social Mediation; P5: Visual Scaffolding): Teachers promoted peer discussion and collaboration to interpret grammatical functions, supported by visual aids connecting syntax and meaning.

Overall, these strategies demonstrated how Islamic boarding school teachers effectively blended inductive reasoning, contextual interpretation, and collaborative knowledge construction to transform grammar instruction into a meaning-centered learning process.

Direct Explanatory Strategies

Direct instruction functioned as an initial scaffolding strategy consistently applied by all four teachers during the early stages of grammar lessons using historical texts. Rather than dominating classroom instruction, it served to

cognitively orient learners before inductive exploration,²² aligning with the advance organizer and cognitive primer hypotheses, which emphasize the role of prior explanation in linking new information to existing cognitive structures.²³ This approach appeared in seven of the ten observed lessons, confirming its prevalence as a preparatory instructional move.

Each teacher implemented this strategy with unique variations. Teacher A briefly introduced key grammatical forms such as *fī'l māḍī* and *ism fā'il* before asking students to locate examples in the text: "*I still need to explain briefly... after that, we look for examples in the historical text.*" Meanwhile, Teacher B provided short written models (e.g., *kataba al-mu'allim al-darsa*) to illustrate syntactic relations between subject and object. Teacher C employed guided questioning ("*Does this sentence begin with an ism or fi'l?*") as a form of dialogic scaffolding within the Zone of Proximal Development (ZPD).²⁴ Teacher D used adaptive, just-in-time explanations, highlighting *fī'l-damir* agreements directly in the text to prevent cognitive overload.

Collectively, these practices reflected several pedagogical parameters: P1 (guided noticing), P2 (form–meaning mapping), P4 (social mediation), and P5 (visual scaffolding). Together, they provided a structured yet flexible bridge between explicit grammar instruction and contextual text interpretation, enabling learners to connect formal linguistic features with narrative meaning.

The pedagogical effects of direct explanatory strategies were largely positive. Students demonstrated clearer orientation, reduced confusion, and smoother entry into inductive text analysis. The approach effectively functioned as a conceptual bridge that facilitated students' transition from rote memorization toward a more meaningful, context-based understanding of grammatical structures.

Nevertheless, several limitations were observed. Some learners remained dependent on memorized grammatical formulas, struggled to generalize beyond exemplars, or relied passively on stronger peers during guided questioning. These findings indicate that while direct explanatory strategies play an essential role in framing and orienting learning, they should function as preparatory scaffolds rather than a dominant method. Their effectiveness depends on deliberate

²² Barak Rosenshine, "Principles of Instruction: Research-Based Strategies That All Teachers Should Know," *American Educator*, 2012, 12–20.

²³ Hasan Ali Sahinkaya, "Explicit vs. Implicit Grammar Teaching in EFL Classroom: A Literature Review," *International Journal of Academic Research in Education* 9, no. 1 (2024): 14–26, <https://doi.org/10.17985/ijare.1369773>.

²⁴ L. S. Vygotsky, *Mind in Society: The Development Of Higher Psychological Processes*, ed. Michael Cole et al., Harvard University Press (Varvard University Press, 1978); Tayebbeh Fani and Farid Ghaemi, "Implications of Vygotsky's Zone of Proximal Development (ZPD) in Teacher Education: ZPTD and Self-Scaffolding," *Procedia - Social and Behavioral Sciences* 29, no. Iceptsy (2011)

integration with inductive, discovery-based activities to foster learner autonomy and sustained grammatical awareness.

Pattern Repetition Strategies

Pattern repetition using authentic historical texts emerged as a core reinforcement strategy in Arabic grammar instruction. Implemented by all four teachers in eight out of ten observed lessons, it represented the most frequently applied pedagogical approach within the dataset. Rather than relying on abstract rule memorization, repetition functioned as a structured noticing process, guiding learners to identify, underline, imitate, and reuse authentic grammatical structures within contextualized discourse. This practice directly reflected the Noticing Hypothesis²⁵ and the Pattern-Practice Principle in skill acquisition theory,²⁶ both emphasizing meaningful exposure and form–function reconstruction.

Teachers operationalized this strategy in distinctive yet complementary ways. Teacher B employed guided noticing, directing students to underline recurring structures such as *fi' l + fa' il + maf' ul bih* and *tarkib idāfi* before rewriting and generating parallel sentences: *“Usually I ask them to underline the repetitive shape... Then I ask them to rewrite it and make a new sentence with the same pattern.”* Teacher A emphasized structural variation, prompting students to transform verb patterns across gender and number to foster grammatical flexibility: *“The subject was changed from male to female, single to dual and plural, but the sentence structure remains the same.”*

Teacher C adopted collaborative pattern identification through group tasks requiring visual presentation and peer explanation: *“I told Group A to find the pattern of ism fa' il, Group B to search for jar wa majrūr... after that, each group made a new sentence using the pattern.”* Meanwhile, Teacher D applied scaffolded sequencing, progressing from simple pattern reproduction to narrative construction involving multiple patterned instances, gradually expanding tasks into short narratives: *“I challenge them to make a short narrative about another story, for example, from the textbook.”* Collectively, these enactments aligned with parameters P1–P5: guided noticing, form–meaning mapping, output variation, social mediation, and visual scaffolding.

Observed learning effects included strengthened grammatical sensitivity, heightened metalinguistic awareness, and improved ability to construct new discourse through authentic grammatical patterns. Repetition, in this sense, served as meaningful practice that reinforced the integration of grammatical recognition and productive application. Collaborative and scaffolded

²⁵ Richard W. Schmidt, “The Role of Consciousness in Second Language Learning,” *Applied Linguistics* 11, no. 2 (1990): 129–58, <https://doi.org/10.1093/applin/11.2.129>.

²⁶ Masumeh Taie, “Skill Acquisition Theory and Its Important Concepts in SLA,” *Theory and Practice in Language Studies* 4, no. 9 (2014): 1971–76, <https://doi.org/10.4304/tpls.4.9.1971-1976>

implementations also encouraged negotiation of meaning and peer-supported learning, contributing to a collective sense of grammatical awareness.

However, some negative cases also emerged. A subset of students reproduced patterns mechanically without semantic understanding, while others experienced cognitive overload when confronted with complex structures or extended textual applications. These limitations suggest that repetition requires deliberate scaffolding to sustain meaningful engagement and to prevent reversion to rote learning. In summary, when guided and contextually embedded, pattern repetition functions as a dynamic reinforcement mechanism that bridges rule knowledge and communicative competence in Arabic grammar learning through historical texts.

Inductive-Contextual Strategies

Inductive-contextual strategies emerged as a dominant pedagogical orientation among the observed teachers, positioning students as active discoverers of grammar rules through authentic historical texts rather than passive recipients of explicit explanations. In most lessons (7 out of 10), teachers intentionally withheld direct rule-giving, guiding learners instead through noticing, classifying, questioning, and contextual interpretation. This approach reflects the core principles of discovery learning,²⁷ constructivist grammar instruction,²⁸ and data-driven learning,²⁹ emphasizing that rules derived through personal exploration are more durable, meaningful, and transferable.

Teacher A demonstrated guided noticing, inviting students to identify morphological forms in a paragraph before collectively inferring grammatical rules. *"I first gave a paragraph ... then asked, 'What do you see in the form of these words?' ... Only after that did we conclude together."* Teacher B implemented pattern classification, asking learners to group words: *"I asked them to group first, for example, which is fi'l, which is ism ... From there came a discussion. I only facilitated."* Teacher C strengthened form–meaning mapping by linking grammatical forms to narrative timelines, such as using *fi'l māḍī* for past events and *fi'l muḍāri'* for ongoing actions, thus situating grammar within semantic and historical contexts: *"Why do you use fi'l māḍī there? Because the story is about the past. Why fi'l muḍāri'? Because the story is ongoing and continues into the future."* Meanwhile, Teacher D employed Socratic

²⁷ Jerome S. Bruner, "The Act of Discovery," *Harvard Educational Review* 31, no. 1 (1961): 21–32, <https://doi.org/10.4324/9780203088609-13>.

²⁸ Hossein Nassaji and Sandra Fotos, *Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context*, *Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context*, 2011, <https://doi.org/10.4324/9780203850961>.

²⁹ Hover Ismael Conza-Armijos and Liliana Fernanda Celi-Celi, "Data-Driven Learning in an EFL Class: A study of Ecuadorian Learners' Perceptions," *INNOVA Research Journal* 8, no. 3 (2023): 37–50, <https://doi.org/10.33890/innova.v8.n3.2023.2297>.

questioning and peer debate, fostering reflection and collaborative meaning-making before finalizing grammatical generalizations. *“Why do we use the verb qāla here ... and not yaqūlu? ... Sometimes they have a small debate first, then I help draw conclusions. That is more effective than explaining it directly.”*

These strategies align with P1 (guided noticing), P2 (form–meaning mapping), P3 (output variation), P4 (social mediation), and P5 (visual scaffolding). The collective outcome was heightened metalinguistic awareness, improved reasoning ability, and greater flexibility in applying grammatical concepts across contexts. Students learned to associate forms with their communicative and temporal functions rather than memorize isolated rules.

Nevertheless, some negative cases were identified. A few students felt disoriented in the absence of explicit explanations, while others, especially lower-proficiency learners, relied excessively on peers during group work. Such findings reveal that inductive learning demands careful scaffolding to balance discovery with structured support.

Overall, inductive-contextual strategies fostered a constructive shift from rule memorization toward contextual understanding, bridging linguistic form and narrative meaning within Arabic historical discourse. Their success, however, depended on teacher facilitation, student readiness, and the degree of guided autonomy provided during the learning process.

Inductive-Collaborative-Constructivist Strategies

The inductive-collaborative-constructivist strategy represents an integrated pedagogical framework that combines inductive exploration, peer collaboration, and reflective knowledge construction in Arabic grammar instruction. Within this model, teachers act as facilitators rather than mere transmitters of information, guiding students through questioning, scaffolding, and collective reasoning as they derive grammatical principles from authentic historical texts.

Classroom data revealed that all four teachers consistently applied this integrated approach, with varying emphases. Teacher A implemented group-based exploration, dividing students by ability to collaboratively analyze specific grammatical structures. This peer-assisted dialogue reduced confusion and promoted mutual clarification. Teacher B applied a collaborative division of analytical focus, assigning each group a distinct grammatical element, such as *fi’l māḍī* or *tarkīb idāfi*, to investigate and present to the class. Such practice fostered responsibility and functioned as a form of “mini research forums.” Both practices illustrate the roles of social mediation (P4) and output variation (P3) in promoting active participation.³⁰

³⁰ Alzubi, Nazim, and Ahamad, “Examining the Effect of a Collaborative Learning Intervention on EFL Students’ English Learning and Social Interaction”

Teacher C reinforced form–meaning mapping (P2) through open-ended worksheets that prompted students to compare verb forms and infer grammatical patterns contextually. This stage represented guided noticing (P1), as teachers encouraged students to observe and compare forms before deriving rules. Meanwhile, Teacher D introduced collective reflection by facilitating class-wide reviews of student-generated rules. These discussions often evolved into collaborative meaning negotiation, deepening grammatical understanding and encouraging learner autonomy. Complementary visual scaffolding (P5),³¹ such as group-created charts and wall posters, further externalized students' grammatical reasoning and reinforced metalinguistic awareness.

The pedagogical impact of this strategy was substantial. Students demonstrated higher levels of engagement, improved analytical reasoning, and deeper ownership of learning outcomes. Peer interaction functioned as a medium for linguistic knowledge construction, enabling learners to co-construct meaning and refine their grammatical interpretations through dialogue and feedback. Grammar learning thus shifted from rote memorization toward interactive, inquiry-driven exploration grounded in authentic discourse.

Nevertheless, certain challenges emerged. Some groups experienced unequal participation, with stronger students dominating discussions while weaker peers remained passive. Others became overly focused on labeling grammatical forms (e.g., *jumlah fi'liyah*) without articulating their communicative functions. These issues highlight the importance of teacher scaffolding in balancing group dynamics and sustaining meaning-oriented inquiry.

In summary, the inductive-collaborative-constructivist strategy effectively integrated guided noticing (P1), form–meaning mapping (P2), output variation (P3), social mediation (P4), and visual scaffolding (P5). It established a dynamic cycle of discovery, discussion, reflection, and refinement, transforming Arabic grammar lessons in the Islamic boarding school into collaborative, research-like learning experiences. While its success depends on the teacher's ability to manage interactional balance and maintain contextual focus, this strategy offers strong potential for realizing the principles of social constructivism in Arabic grammar pedagogy.

Conclusion

This study demonstrates that teaching Arabic grammar through historical narrative texts in Islamic boarding schools facilitates a pedagogical shift from rigid, rule-based instruction toward contextual and constructivist learning. Embedding grammar within authentic discourse enables students to perceive

³¹ Yildiz, "The Use of Scaffolding Techniques in Language Learning: Extending the Level of Understanding."

linguistic rules as meaningful and functional. This finding aligns with Ausubel's theory of meaningful learning, which emphasizes anchoring new knowledge to existing cognitive structures, and Schmidt's Noticing Hypothesis, which highlights the central role of attention in language acquisition. Such integration reflects the principles of inductive learning, where learners construct knowledge through noticing, reflection, and interpretation rather than rote memorization.

Four interrelated strategies emerged, namely direct explanatory scaffolding, pattern repetition, inductive-contextual exploration, and inductive-collaborative-constructivist, which collectively enhanced students' grammatical awareness, learner autonomy, and engagement with authentic texts. Despite these pedagogical gains, challenges remained in managing group dynamics and supporting lower-proficiency learners. The strategies were found to align with five key pedagogical parameters: guided noticing (P1), form–meaning mapping (P2), output variation (P3), social mediation (P4), and visual scaffolding (P5), forming an integrated framework that connected contextualized grammar learning with constructivist pedagogy. Teachers are encouraged to balance direct explanation with inductive discovery, apply repetition purposefully, and manage group roles to ensure equitable participation. Curriculum developers are advised to integrate historical texts systematically and provide training for teachers in inductive-constructivist pedagogy. Future research should explore long-term retention, digital scaffolding, and learner variability to further strengthen and extend this instructional approach.

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