

Teaching Arabic Language and Literature at the Algerian University amid Contemporary Pedagogies, Digitalization, and Artificial Intelligence: Reality, Prospects, and a Research Agenda

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Abstract:

This article examines the teaching of Arabic language and literature in Algerian universities at the intersection of contemporary pedagogy, institutional digitalization, and artificial intelligence. It asks how the established linguistic, literary, and critical branches can move from content transmission toward competency-oriented, inquiry-based, and digitally supported learning without weakening philological rigor or Arabic's cultural and epistemic functions. Methodologically, the article offers a critical, evidence-bounded synthesis of official Algerian university and ministry materials and peer-reviewed studies on Arabic didactics, e-learning, the digital divide, digital humanities, and Arabic-oriented artificial intelligence. It argues that Algeria has created an enabling policy environment through LMD reform, digitized student services, pedagogical-space initiatives, and an emerging national AI agenda; however, the documented transformation of Arabic departments remains uneven. The central problem is not a choice between heritage and technology, but a misalignment among curricular outcomes, assessment, infrastructure, staff development, and reliable Arabic-language tools. Linguistic studies currently offer the clearest entry points through electronic dictionaries, corpora, morphology, syntax, and computational linguistics. Literary and critical studies could benefit from digital archives, annotation, text reuse analysis, and carefully supervised computational interpretation, yet direct Algerian evidence for AI-supported literary criticism is still insufficient and should be treated as a research gap rather than as an accomplished reform. The article proposes a staged model based on constructive alignment, blended learning, source criticism, human verification, ethical governance, and locally evaluated Arabic datasets. It concludes that responsible modernization requires teacher-

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led integration, equitable access, transparent assessment, and empirical pilots within Arabic departments.

Keywords: Arabic didactics; Algerian university; language and literature; competency-based education; digital humanities; artificial intelligence; academic integrity.

Introduction:

Arabic language and literature occupy a distinctive position in Algerian higher education. They are simultaneously an academic domain, a medium through which cultural memory is studied, and a field that prepares graduates for teaching, research, media, administration, and related professions. The field is therefore exposed to pressures that are pedagogical and societal at once: mass participation in higher education, the LMD architecture, expectations of employability, the persistence of lecture-centered routines, rapidly expanding digital infrastructures, and the arrival of generative artificial intelligence. The Ministry of Higher Education and Scientific Research has already connected administrative digitization to pedagogical modernization, including electronic registration, an electronic student card under a “zero paper” policy, AI-assisted orientation, and the selection of twenty-three institutions—fifteen universities and eight higher schools—for the digitization of pedagogical spaces under a University 4.0 direction.²

These developments make a focused discussion of Arabic didactics necessary. Administrative modernization does not automatically transform teaching, and a platform does not by itself create meaningful learning. Arabic studies also cannot be treated as a single undifferentiated curriculum. Official university descriptions distinguish linguistic, literary, and critical studies, while program pages retain grammar, morphology, rhetoric, prosody, classical and modern texts, and old and modern criticism. The educational question is therefore discipline-specific: which contemporary approaches can improve each branch, what kinds of digital practice are epistemically legitimate, and where does evidence end and aspiration begin?³

This article advances the thesis that sustainable reform depends on constructive alignment among intended competencies, learning activities, assessment, infrastructure, and ethical rules. Digitalization and AI should be understood as instruments within a disciplinary design, not as substitutes for teachers, reading, or scholarly judgment. The most defensible near-term strategy is a staged transition: first, redesign outcomes and assessment; second, establish equitable blended-learning conditions; third, build source-critical digital practices; and only then deploy AI in bounded tasks with systematic human verification. Where Algerian evidence is absent—especially for AI-supported Arabic literary criticism—the article explicitly identifies a research gap rather than inferring effectiveness from foreign or school-level studies.

² Ministry of Higher Education and Scientific Research (Algeria), “Ministerial Circular for New Baccalaureate Holders,” July 2024, <https://www.mesrs.dz/2024/07/circulaire-ministerielle-destinee-aux-nouveaux-bacheliers-2/>.

³ University of Sétif 2, “Department of Arabic Language and Literature,” accessed August 19, 2026, <https://fll.univ-setif2.dz/index.php/2015-11-12-08-54-07?view=category&id=10>; University of M’Sila, “Training Offer in Arabic Language and Literature,” accessed August 19, 2026, <https://www.univ-msila.dz/site/offre-lettre-arabe/>.

Method and Scope:

The study uses a critical narrative review and policy-analysis method. Its evidence base consists of official Algerian ministry announcements and university program pages, together with peer-reviewed or institutionally published studies on Arabic teaching, electronic dictionaries, e-learning, digital inequality, Arabic digital content, digital humanities, and generative AI for Arabic grammar. Claims are triangulated by separating three levels of evidence: documented Algerian policy; research conducted in or directly addressing Algeria; and wider Arabic or international scholarship used only to frame possibilities and limitations. This distinction prevents a common error in technology discourse—the presentation of an available tool as evidence of effective local implementation.

The method has two limitations. First, the available evidence is heterogeneous: policy announcements describe intentions and services, whereas many pedagogical publications are conceptual or small-scale studies. Second, direct empirical work on AI within Algerian university departments of Arabic, especially in literary and critical courses, is sparse. Consequently, the article does not claim national prevalence, measured learning gains, or causal effects unless the underlying source establishes them. It instead develops an evidence-informed framework and a testable research agenda.

The Disciplinary and Institutional Configuration of Arabic Studies:

In the LMD system, Arabic language and literature is organized as a recognizable domain with pathways in linguistic studies, literary studies, and critical studies. At Sétif 2, for example, listed pathways include modern and contemporary Arabic literature, Algerian literature, comparative and world literature, criticism and methods, contemporary critical theory, discourse analysis, and linguistic studies. M'Sila's training offer likewise foregrounds grammar, morphology, Arabic rhetoric, ancient and modern literary texts, and ancient and modern criticism. Such structures reveal continuity rather than curricular emptiness: Arabic departments possess a substantial disciplinary core. The issue is how that core is taught, connected, assessed, and renewed.⁴

The three branches require different but complementary forms of competence. Linguistic studies demand accurate description, analysis of form and use, and the ability to mobilize grammatical, morphological, phonetic, lexical, and discourse knowledge in authentic problems. Literary studies require historically situated close reading, genre awareness, intertextual comparison, and interpretation grounded in textual evidence. Critical studies require conceptual precision, comparison of methods, argumentation, and reflective judgment about the assumptions of both classical and modern theories. A coherent program should therefore define progression from foundational knowledge to analysis, research design, and independent production rather than merely distribute modules across semesters.

The sociolinguistic environment adds another layer. Benettayeb's discussion describes Arabic literature and Islamic studies as fully Arabized while scientific and technical instruction remains substantially connected to French or English. Her analysis also records persistent pedagogical problems: learners treated as uniform, knowledge reproduced in examinations, limited teacher

⁴ University of Sétif 2, "Department of Arabic Language and Literature."

participation in content and evaluation decisions, overloaded programs, and insufficient time. These observations, although earlier than the present wave of generative AI, remain relevant because technology superimposed on a transmission model can intensify content delivery without changing the quality of learning.⁵

From Transmission to Contemporary Pedagogical Approaches:

The competency-based approach (CBA) is the principal reform vocabulary through which Algerian education has sought to move from the accumulation of knowledge toward the mobilization of knowledge in unfamiliar situations. Sources date its adoption around 2002–03, a variation that reflects the difference between policy introduction and classroom implementation. Its pedagogical logic is compatible with constructivism: students build and revise understanding through purposeful tasks, interaction, feedback, and reflection. Yet evidence from Algerian EFL classrooms indicates that teacher-centered practice can persist after learner-centered reform is officially adopted. Because that evidence concerns EFL rather than university Arabic, it should not be generalized as a measured description of Arabic departments; it is better used as a warning that curricular labels do not guarantee enacted pedagogy.⁶

For Arabic studies, CBA becomes meaningful only when competencies are specified at the level of disciplinary performance. In grammar, a competency is not the ability to recite a rule but to analyze a new construction, justify an interpretation, compare alternatives, and revise an error. In literature, it is not the recollection of an author's biography but the construction of a defensible reading that connects language, form, context, and prior scholarship. In criticism, it is not the memorization of schools and terminology but the reasoned selection, application, and critique of a method. These outcomes require assessments based on annotated texts, portfolios, oral defenses, research notebooks, comparative analyses, and projects, alongside carefully designed examinations.

Project-based and problem-based learning can operationalize this shift. A linguistic project might construct a small, documented corpus of local press or student writing and analyze a defined morphological or discourse feature. A literary project might produce a scholarly digital edition of a short Algerian text with verified metadata, variants, contextual notes, and a critical introduction. A criticism project might compare how two theoretical frameworks illuminate—and obscure—features of the same text. Such tasks integrate research, collaboration, writing, digital literacy, and public presentation. They also make plagiarism more difficult because students must document decisions and defend an evolving product.

Blended and flipped learning can support these tasks if online work is purposeful. Foundational explanations, short readings, quizzes, and demonstrations can be completed before class; class time

⁵ Assia Benettayeb, "The Arabic Language Teacher and the New Advocated Teaching Methods: Perspectives for Innovation" (Hassiba Ben Bouali University of Chlef, 2011), 76–77, <https://crstdla.dz/ojs/index.php/allj/article/download/450/385/>.

⁶ Meriem Baghoussi, "Teacher-Centered Approach Prevalence in Algerian Secondary-School EFL Classes: The Case of English Teachers and Learners in Mostaganem District," *Arab World English Journal* 12, no. 1 (2021): 145–60, <https://doi.org/10.24093/awej/vol12no1.11>.

can then be used for parsing, interpretation, debate, peer review, and supervised tool use. Sam's study describes Arabic e-learning as necessary but still in an early stage and constrained by obstacles. The implication is not to abandon blended learning, but to design a low-bandwidth version: downloadable texts, mobile-compatible materials, asynchronous discussion, and alternatives for students with unstable connectivity.⁷

Finally, contemporary pedagogy requires metacognition. Students should be taught to explain how they reached an analysis, which source supports it, where uncertainty remains, and how feedback changed their work. This is particularly important when digital dictionaries, search engines, automatic analyzers, or generative systems intervene between the student and the text. The object of assessment must include the reasoning process, not merely the fluency of the final answer.

Renewing Linguistic Studies:

Linguistic studies offer the strongest immediate case for digital integration because their objects can be represented, searched, annotated, and compared. Electronic dictionaries can support lexical competence by connecting lemmas to senses, contexts, collocations, and usage examples. Menasria argues that electronic Arabic dictionaries can strengthen communicative competence and calls for high-quality resources with authentic examples and practical applications. In a university course, however, dictionary use should itself become an object of criticism: students can compare entries, trace sources, identify missing senses, test examples, and distinguish descriptive evidence from prescriptive judgment.⁸

Corpus-based work can similarly connect classical foundations with contemporary inquiry. Students may formulate a question about a grammatical construction, rhetorical pattern, lexical field, or discourse marker; define a transparent sampling procedure; annotate a manageable dataset; and interpret frequency in relation to context. This process teaches that counting does not replace linguistic explanation. It also creates a bridge to computational linguistics without requiring every student to become a programmer. Introductory modules can cover data cleaning, encoding, annotation conventions, reproducibility, and the limits of automated tokenization and morphological analysis for Arabic.

Generative AI adds interactive explanation and feedback but also linguistic risk. Kahloul presents AI and digitization as potentially productive for Arabic didactics while noting a delay in their educational exploitation. A 2026 critical review of generative AI in Arabic grammar finds benefits for independent practice, immediate feedback, and engagement, but persistent problems with complex syntax, contextual ambiguity, morphological analysis, inconsistent output, learner overreliance, and the need for teacher supervision. The relevant principle is therefore bounded use: students may ask a system to

⁷ Abdelkader Sam, "E-Learning for Arabic Language: Reality and Prospects," *Majallat al-Arabiyya* 7, special issue 1 (March 2020): 116–28, <https://asjp.cerist.dz/en/downArticle/376/7/1/111046>.

⁸ Ahlem Menasria, "Stakes and Strategies for Teaching the Arabic Language in Light of the Adoption of Electronic Linguistic Dictionaries: Explaining the Representations and Contributions to the Quality of Education and Learning," *Journal of Social Sciences and Humanities, Batna 1 University* 26, no. 2 (December 2025): 67–82, <https://asjp.cerist.dz/en/downArticle/97/26/2/286576>.

propose analyses, but they must verify each claim against course rules, dictionaries, corpora, and scholarly sources, then record disagreements and justify the accepted reading.⁹

This verification model turns AI error into a learning resource. An instructor can provide a sentence with genuine syntactic ambiguity, collect multiple model outputs, and ask groups to identify assumptions, test inflectional possibilities, and produce a reasoned adjudication. Assessment should reward diagnosis and evidence, not agreement with the machine. Institutions should also evaluate Arabic performance locally across Modern Standard Arabic, relevant classical registers, and—where pedagogically appropriate—Algerian varieties, rather than relying on promotional claims made for general-purpose models.¹⁰

Literary and Critical Studies in a Digital Environment:

Digitalization can expand literary study beyond the replacement of paper by PDF. A pedagogically useful digital archive requires reliable metadata, provenance, searchable text, images of source documents where possible, and clear statements about editorial intervention. Students can learn textual scholarship by comparing an OCR transcription with the page image, correcting errors, documenting variants, and reflecting on what digitization makes visible or invisible. The digital humanities literature stresses that large-scale digital production requires new methodological and conceptual tools, not simply more content. Sakr's survey points to projects such as OpenITI, which builds machine-actionable corpora of premodern Arabic texts, and R-Shief, which collected and analyzed Arabic and English social-media material.¹¹

These examples suggest several applications for literary education: mapping relations among authors and journals; tracing the reuse of phrases across a corpus; comparing lexical or thematic patterns across periods; building timelines and geographies; and curating born-digital literature. Yet computational results must return to close reading. OCR errors, incomplete corpora, unstable metadata, and genre imbalance can produce persuasive but misleading patterns. A responsible assignment therefore asks students to move recursively between scale and detail: formulate a literary question, inspect the corpus, produce a pattern, examine counterexamples, and revise the interpretation.¹²

Critical studies can play a governing role in this process. Traditional rhetoric, stylistics, narratology, discourse analysis, reception studies, and contemporary critical theory offer different accounts of evidence and interpretation. Digital tools expose these assumptions: sentiment classification reduces

⁹ Abdelkader Kahloul, "Didactics of Arabic Language and AI Mechanisms," *Al-Umda in Linguistics and Discourse Analysis* 9, no. 1 (2025): 422–35, <https://asjp.cerist.dz/en/article/262507>.

¹⁰ Muhammad Fariq Heemal Attruk and Nik Hanan Mustapha, "Generative AI in Arabic Grammar Learning: A Critical Review of Pedagogical Benefits and Linguistic Limitations," *Takuana* 5, no. 1 (April–June 2026): 577–94, <https://doi.org/10.56113/takuana.v5i1.493>.

¹¹ Laila Shereen Sakr, "The State of Digital Humanities in the Arab World," background paper to the *Fourth Arab Social Science Report* (Beirut: Arab Council for the Social Sciences, 2023), 1–3, https://theacss.org/wp-content/uploads/2024/09/ASSR4_Backgund_paper_EN_Laila-Sakr-The-State-of-Digital-Humanities-in-the-Arab-World.pdf.

¹² Sakr, "State of Digital Humanities," 1–3.

complex language to labels; topic models group co-occurring words without understanding themes; and network visualizations formalize selected relations while excluding others. Critical pedagogy should make the model, dataset, and categories visible, asking who selected them, what Arabic forms are lost, and whether the result supports or merely decorates an argument.¹³

At present, the reviewed evidence does not establish routine or effective AI-supported literary criticism in Algerian Arabic departments. Nor does it provide robust Algerian experiments measuring how generative AI affects the interpretation of Arabic or Algerian literature. This is a substantive research gap. It should lead to pilots, not premature claims: comparison of human-only and AI-assisted annotations; blinded evaluation of interpretive accuracy; analysis of citation fabrication; studies of dialect, metaphor, irony, intertextuality, and classical allusion; and investigation of whether AI narrows students toward standardized readings. Until such evidence exists, AI-generated interpretation should be treated as a contestable draft, never as a critical authority.

Digitalization and Artificial Intelligence: Policy, Practice, and Limits

Algeria's policy environment demonstrates momentum. The 2024 ministerial circular links electronic registration and student cards to a "zero paper" policy, offers an interactive orientation portal, includes an AI-based decision-support application for student orientation, and identifies twenty-three institutions for digitizing pedagogical spaces. A national AI strategy for 2020–2030 has also been developed through workshops involving the Center for Development of Advanced Technologies, with education, training, research, and capacity building placed within the broader objective of digital transformation. These are significant enabling measures, but their direct effects on Arabic curricula, classroom practice, and learning outcomes remain to be demonstrated.¹⁴

Within Arabic didactics, the documented literature is more prospective than evaluative. Kahloul argues for AI-supported Arabic teaching and computational treatment while reporting delayed use of technological possibilities. Work on digital Arabic content likewise describes both the need for digitization and obstacles to keeping pace with scientific and technological development. A study of digital educational games reports linguistic and cognitive benefits for children using an alphabet application; this demonstrates a possible mechanism of engagement, but it is school-age evidence and cannot be transferred uncritically to university courses. University-level implementation requires tasks suited to advanced disciplinary competencies.¹⁵

A realistic architecture has four layers. The first is access: devices, connectivity, accessible file formats, and technical support. The second is the learning environment: a stable platform through which materials, activities, feedback, and communication are organized. The third is disciplinary resources: licensed or open texts, dictionaries, corpora, bibliographic databases, annotation tools, and carefully selected AI services. The fourth is governance: privacy, intellectual property, academic integrity,

¹³ Sakr, "State of Digital Humanities," 2–3.

¹⁴ Ministry of Higher Education and Scientific Research, "Ministerial Circular."

¹⁵ Kahloul, "Didactics of Arabic Language," 422–35.

accessibility, procurement, security, and procedures for evaluating tools. Failure at any lower layer limits the value of the higher one.

AI literacy should be embedded within disciplinary literacy. Students need to understand that fluent language is not equivalent to verified knowledge; probabilistic output may contain fabricated citations, unstable analyses, cultural bias, or unacknowledged dependence on training data. They should learn prompt documentation, source checking, comparison across outputs, privacy protection, and appropriate disclosure. Teachers need parallel preparation in task design and assessment. If a conventional take-home essay can be generated without demonstrating reading or method, the solution is not only detection software. It is assessment redesign through staged submissions, annotated bibliographies, oral defense, in-class analysis, and reflective accounts of permitted tool use.¹⁶

Ethical governance should also be culturally and linguistically situated. The 2025 ALECSO Charter on AI Ethics, as reported by University World News, emphasizes human values, cultural diversity, privacy, equal access, academic integrity, responsible research, open-source cooperation, and technological sovereignty. This regional framework can inform Algerian institutional rules, but it does not substitute for operational policy. Departments need precise definitions of acceptable assistance, required disclosure, prohibited uses, data-handling rules, appeal procedures, and support for students and staff. Because the charter is recent, evidence of its long-term impact on Algerian universities is not yet available.¹⁷

The Reality of Teaching: Structural and Pedagogical Challenges

The evidence depicts an uneven transition rather than a binary division between traditional and modern universities. Established disciplinary programs coexist with ambitious digital policy, but classroom transformation is constrained by infrastructure, training, assessment routines, and differences in access. Hemaïdia and Bouamer identify weak digital infrastructure, lack of training, and disparities in digital skills as central features of the digital divide affecting distance learning in Algeria. These factors have direct pedagogical consequences: synchronous participation becomes unreliable, multimedia materials exclude some students, and teachers may retreat to document distribution rather than interaction.¹⁸

A second challenge is the gap between curricular discourse and enacted practice. Competency-based language reform promises autonomy and knowledge use, yet studies in adjacent Algerian language contexts continue to report teacher-centered patterns. The evidence does not authorize a national statistic for Arabic departments, but it supports careful institutional diagnosis. Departments should observe classes, analyze assessments, survey students and staff, and compare written outcomes with actual tasks before declaring successful implementation.¹⁹

¹⁶ Attruk and Mustapha, "Generative AI," 577–94.

¹⁷ Wagdy Sawahel, "First AI Ethical Code Adopted to Protect Arab Values in HE," *University World News*, July 22, 2025, <https://www.universityworldnews.com/post.php?story=20250722122435648>.

¹⁸ Asma Hemaïdia and Khadidja Bouamer, "Distance Learning in Algeria and the Challenge of the Digital Divide," *Wahat for Research and Studies* 18, no. 2 (2025): 151–63, <https://asjp.cerist.dz/en/article/279416>.

¹⁹ Baghoussi, "Teacher-Centered Approach Prevalence," 145–60.

A third challenge concerns staff workload and professional development. Digital course design, corpus preparation, accessibility, feedback, and AI evaluation require time and specialized support. One-off workshops that demonstrate tools without redesigning courses are unlikely to alter practice. Professional development should be discipline-based and produce usable outcomes: a revised module, an assessment rubric, a verified dataset, or a documented classroom pilot. Teams should include Arabic specialists, educational technologists, librarians, computer scientists, and ethics or legal expertise while preserving the academic authority of subject teachers.

A fourth challenge is the uneven quality of Arabic digital resources. Electronic dictionaries can enrich lexical learning, but resources differ in authority, coverage, examples, interface, licensing, and update procedures. OCR performance varies by script, typography, page quality, and historical orthography. General-purpose language models may mishandle diacritics, ellipsis, agreement, syntactic ambiguity, figurative language, and intertextual references. These problems are not arguments against technology; they are reasons to teach evaluation and to invest in local benchmarks, curated corpora, and transparent documentation.²⁰

Finally, assessment and academic integrity are inseparable from equity. Policies that simply prohibit AI may be difficult to enforce and may advantage students with informal access to better tools. Policies that permit unrestricted use can obscure authorship and deepen dependence. A fairer approach specifies learning purposes, allows bounded assistance where it supports those purposes, and requires evidence of process. Institutions should provide a baseline set of approved tools or non-AI alternatives so that achievement is not determined by the ability to purchase premium services.²¹

Prospects and a Staged Agenda for Reform

The first horizon is curricular alignment. Each program should map its graduate attributes across linguistic, literary, critical, research, digital, and ethical competencies. Modules should identify which competencies they introduce, practice, and assess. This exercise can reveal duplication, gaps, and unrealistic content loads. It can also preserve classical foundations by clarifying their role in advanced performance: rhetoric becomes a tool for analysis, grammar a resource for interpretation and editing, prosody a method for reading poetic form, and criticism a practice of argued judgment.

The second horizon is a departmental digital commons. Rather than scattering unverified links across individual courses, departments can curate a shared repository of syllabi, open readings, digitized Algerian texts where rights permit, dictionaries, corpora, tutorials, and model research protocols. Librarians and faculty can establish metadata and preservation standards. Students can contribute through supervised transcription and annotation, receiving credit while their work undergoes review. Such a commons would connect teaching to research and strengthen the digital presence of Algerian literary and linguistic heritage.²²

²⁰ Menasria, "Stakes and Strategies," 67–82.

²¹ Sawahel, "First AI Ethical Code."

²² Sakr, "State of Digital Humanities," 1–3.

The third horizon is evidence-producing experimentation. Pilot projects should begin with a clear question and comparison condition: Does corpus-supported instruction improve syntactic reasoning? Does a flipped design increase the quality of seminar discussion? Can structured use of an electronic dictionary improve lexical precision? Does AI-assisted feedback help revision when students must verify every recommendation? Outcomes should include learning measures, student experience, teacher workload, access, and error analysis. Findings—positive, negative, or mixed—should be published to replace technological enthusiasm with cumulative local knowledge.²³

The fourth horizon is responsible AI infrastructure. Algerian universities can collaborate on Arabic benchmarks covering grammar, morphology, rhetoric, discourse, bibliography, and literary interpretation. Evaluation should distinguish registers and genres and document where systems fail. Locally governed, privacy-conscious, and where feasible open-source solutions can reduce dependency, but sovereignty must not become isolation: transparent international collaboration and reproducible methods remain essential. Any system used for high-stakes grading should meet a much higher threshold of validity, explainability, bias evaluation, and appeal than a voluntary study aid.

A fifth horizon is the systematic connection of teaching, research, and employability. In linguistic studies, student projects can feed anonymized, quality-controlled datasets for terminology, learner error, discourse, or Algerian Arabic variation, subject to consent and ethics review. In literary studies, scholarly editing and digital curation can generate public resources while teaching provenance, copyright, and textual criticism. In critical studies, students can evaluate computational categories and write methodological critiques for researchers and developers. These experiences do not reduce the humanities to technical training. They demonstrate that humanistic expertise is necessary to define valid questions, interpret ambiguity, protect context, and prevent a statistical output from being mistaken for meaning. They also make graduate capabilities visible to schools, cultural institutions, publishing, media, libraries, archives, and digital-content initiatives.

Implementation should be governed by a realistic sequence. During the first year, departments can audit access, module outcomes, assessment practices, existing digital resources, and staff-development needs. During the second, a small number of modules in each branch can be redesigned and piloted with common evaluation instruments. During the third, independently reviewed results can guide scaling, revision, or discontinuation. A steering group should publish an annual account of participation, accessibility, learning evidence, tool errors, staff workload, data incidents, and student complaints. Such reporting is important because successful innovation includes the ability to identify failure early and stop an ineffective or inequitable practice.

Quality assurance must look beyond usage statistics. The number of logins, uploaded files, or generated prompts does not demonstrate learning. Evaluation should ask whether students transfer concepts to unfamiliar texts, cite more accurately, detect linguistic and bibliographic errors, revise more effectively, participate more equitably, and retain the ability to work without automation. Mixed methods are appropriate: pre- and post-performance tasks, rubric-based analysis, interviews, learning diaries, accessibility audits, and samples of verified student work. Results should be disaggregated

²³ Kahloul, “Didactics of Arabic Language,” 422–35.

where ethically and statistically appropriate so that aggregate improvement does not conceal exclusion by location, disability, income, language background, or device access.

Conclusion and Recommendations

The future of Arabic language and literature teaching in Algerian universities does not lie in replacing inherited knowledge with fashionable technology. It lies in reorganizing the relationship among knowledge, inquiry, performance, and responsibility. The disciplinary architecture already contains rich linguistic, literary, and critical traditions; national policy has created visible digital momentum; and scholarship identifies useful tools and methods. Yet the evidence also shows infrastructure and training gaps, delayed integration, persistent risks of transmission pedagogy, and serious limitations in general-purpose AI for Arabic. Most importantly, direct Algerian evidence remains insufficient for AI-supported literary criticism and for long-term learning effects across Arabic departments.

A credible reform should therefore proceed through the following recommendations. First, define program-level competencies and align teaching and assessment with them. Second, redesign evaluation around authentic analysis, projects, portfolios, staged writing, and oral defense. Third, guarantee low-bandwidth and non-AI alternatives so that digital reform does not widen inequality. Fourth, establish continuing, discipline-specific faculty development with technical and library support. Fifth, create curated Arabic corpora, electronic dictionaries, digitized Algerian texts, and transparent metadata as shared educational infrastructure. Sixth, teach AI literacy as source criticism: verify outputs, document prompts where required, protect data, disclose assistance, and retain human responsibility. Seventh, adopt departmental rules grounded in privacy, intellectual property, academic integrity, accessibility, and due process. Eighth, prohibit high-stakes automated grading until local validity and bias are independently demonstrated. Ninth, fund multi-site empirical studies in linguistic, literary, and critical courses, including null and negative results. Tenth, treat students as partners in evaluation and resource creation rather than passive recipients of platforms.²⁴

If implemented in this order, digitalization can support rather than displace Arabic scholarship. The university classroom can become a site where close reading and computation, heritage and innovation, Arabic and multilingual research, and individual judgment and collaborative inquiry reinforce one another. The criterion of success should not be the number of platforms or AI tools adopted. It should be whether graduates read more critically, analyze language more accurately, interpret literature more responsibly, conduct research more transparently, and contribute to Arabic knowledge under conditions of technological change.

²⁴ Hemaïdia and Bouamer, “Distance Learning,” 151–63.

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