Arabic Teaching and Learning Research in Non-Arabic-Speaking Countries: a Bibliometric Analysis

Luthfi Qoriatul Hasanah

Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia
luthfi.qoriatulhasanah@iain-surakarta.ac.id

Abstract

This study aims to explore the trajectory of Arabic language learning research in non-Arabic-speaking countries. The research method used is bibliometric analysis related to Arabic language learning in non-Arabic speaking countries. The data sources in this research are articles taken from the Scopus database using keywords such as Arabic Language Learning, Arabic Language Teaching, Arabic Language Education, and Arabic Language Teaching. We identified 108 relevant articles covering the period from 1970 to 2024. Our analysis encompasses various dimensions including yearly publication trends, authorship patterns, country affiliations, productive institutions, and prolific publishers within this thematic domain. Further insights were gathered through sophisticated analytical techniques, specifically employing VosViewer software for data visualization and thematic cluster analysis. The results indicate a significant increase in research activity related to Arabic Learning within non-Arabic speaking countries, particularly evident over the past decade. Notably, Indonesia, with the world's largest Muslim population, emerges as the foremost contributor in terms of article productivity, closely followed by Malaysia and the United States. The pivotal role of the Gema Online Journal of Language Studies, affiliated with Universiti Kebangsaan Malaysia, underscores its significance as a platform shaping scholarly discourse in this field and standing as the most productive institution. Additionally, our analysis identifies Ritonga, M., as the most productive author, while Shah P.M. and Yusri, G. emerge as influential contributors within this scholarly domain. These findings provide valuable insights into the evolving landscape of Arabic language learning research in non-Arabic speaking contexts.

Keywords: *Arabic teaching, Arabic learning, non-Arabic-speaking countries, bibliometric analysis.*

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi lintasan penelitian pembelajaran bahasa Arab di negara non-Arab. Metode penelitian yang digunakan adalah analisis bibliomterik terkait dengan pembelajaran bahasa Arab di negara non-Arab. Sumber data dalam penelitian ini merupakan artikel-artikel yang diambil dari database Scopus dengan memanfaatkan kata kunci seperti pembelajaran bahasa Arab, pengajaran bahasa Arab, pendidikan bahasa Arab, dan pengajaran bahasa Arab. Penulis mengidentifikasi 108 artikel terkait yang mencakup periode

1970 hingga 2024. Analisis mencakup berbagai dimensi termasuk tren publikasi tahunan, pola kepenulisan, afiliasi negara, lembaga produktif, dan penerbit produktif dalam domain tematik ini. Pemanfaatan perangkat lunak VosViewer digunakan untuk visualisasi data dan analisis klaster tematik. Hasilnya menunjukkan peningkatan yang signifikan dalam aktivitas penelitian terkait pembelajaran bahasa Arab di negara- non-Arab, khususnya selama dekade terakhir. Indonesia, dengan populasi muslim terbesar di dunia, muncul sebagai kontributor utama dalam hal produktivitas artikel, diikuti oleh Malaysia dan Amerika Serikat. Peran penting Gema Online Journal of Language Studies, yang berafiliasi dengan Universiti Kebangsaan Malaysia, menggarisbawahi pentingnya sebagai platform yang membentuk wacana ilmiah di bidang ini dan berdiri sebagai institusi paling produktif. Selain itu, analisis kami mengidentifikasi Ritonga, M., sebagai penulis paling produktif, sementara Shah P.M. dan Yusri, G. muncul sebagai kontributor berpengaruh dalam domain keilmuan ini. Temuan ini memberikan wawasan berharga mengenai perkembangan penelitian pembelajaran bahasa Arab dalam konteks non-Arab.

Keywords: *Pengajaran bahasa Arab, Pembelajaran bahasa Arab, Negara non-Arab, Analisis Bibliometrik.*

Introduction

Arabic is spoken by over 310 million people as their first language, primarily in countries of the Middle East and North Africa.[1] Additionally, it is also spoken by millions of people as a second language around the world. The importance of speaking Arabic cannot be overstated. In today's globalized world, Arabic is not only a language of commerce and trade, but it also holds immense cultural and religious significance for millions of people. In non-Arabic-speaking countries, the trend of teaching and learning Arabic has been on the rise due to the growing recognition of the language's significance. This has led to an increased interest in research to understand the best practices for teaching and learning Arabic as a second language.

Research on Arabic learning in non-Arabic speaking countries has been steadily increasing in recent years, driven by factors such as the integration of Arabic into national education curricula in countries like Indonesia[2] and Malaysia[3] as well as the rapid advancement of technology impacting teaching methods and tools.[4]

---

[1] Kassem Wahba, Zeinab A Taha, and Liz England, *Handbook for Arabic Language Teaching Professionals in the 21st Century* (Routledge, 2014).

[2] Rodhy Harisca, Ahmad Bukhari Muslim, and Abdulahi Hussein Moalim Shariif, "Arabic Teaching Curriculum for Indonesian General Educational Stages in the Society Era 5.0," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (2023): 100–117.

[3] Majdi Haji Ibrahim and Akmal Khuzairy Abd Rahman, "Teaching of Arabic in Malaysia," *Intellectual Discourse* 26, no. 1 (2018): 189–206.

[4] Sibel Crum and Öner Özçelik, "Social Networks as Technology-Enhanced Learning Environments for Second Language Teaching in Higher Education," *International Journal of Emerging Technologies in Learning (Online)* 19, no. 1 (2024): 4.

In the context of education, teaching foreign languages faces its own array of challenges, similar to other academic disciplines. Cohen, et.al[5] outlines three fundamental approaches humans use to uncover truths and solve problems: experience, reasoning, and research. These three elements work together to complement each other in tackling complex issues. Research, in particular, is crucial in seeking truth and finding solutions to the problems encountered in Arabic language instruction within non-Arabic speaking countries.

Teaching and learning Arabic in non-Arabic speaking countries presents its own set of challenges. Similar to English, Arabic is also a foreign language in these countries. Teaching Arabic as a second language inevitably encounters various issues, including those related to students, teachers, and other aspects[6]. Therefore, various strategies, methods, and specific approaches are required to address these challenges[7].

Arabic language learning as a foreign or second language also presents several challenges, categorized into two main types: linguistic and non-linguistic problems.[8] Linguistic problems pertain directly to language-related issues faced by students or learners, including phonetic, morphological, and structural challenges. Non-linguistic problems, on the other hand, encompass factors beyond language proficiency that influence the success or failure of the learning process[9]. These factors include motivation, learning resources, teaching methods, study time, and learning environment.[10]

In the era of globalization, the demand for human resources proficient in multiple languages, including Arabic, is increasingly critical for effective

---

[5] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (routledge, 2002).

[6] Najwa Khasawneh and Mohamad Ahmad Saleem Khasawneh, "An Analysis of Arabic Language Needs for Speakers of Other Languages at Jordanian Universities," *International Journal of Language Education* 6, no. 3 (2022): 245.

[7] Refiyana Yolanda et al., "Brain Based Learning Using Augmented Reality Technology as an Arabic Learning Media," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 1 (2024): 261–78.

[8] Muassomah Muassomah, Arief Rahman Hakim, and Eva Laily Salsabila, "Arabic Learning Challenges," in *4th Annual International Conference on Language, Literature and Media (AICOLLIM 2022)* (Atlantis Press, 2023), 475–82.

[9] Leila Ahya Husnaya and Rizka Eliyana Maslihah, "Musykilaat Ta'allum Al-Lughah Al-'Arabiyyah Bi Al-Madrasah Al-Mutawassithah Al-Islamiyyah Nurul Mujtahidin Mlarak Ponorogo," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 4, no. 1 (2022): 136–58.

[10] Zamzam Mustofa, "Proses Pembelajaran Berbahasa Arab Pada Program BLC (Bilingual School) Kelas VII MTsN Kota Madiun," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 1 (2021): 46–61.

communication in diverse and international settings. This literature review examines various approaches to Arabic language learning across different educational contexts, highlighting the strengths and challenges associated with each method. By exploring research findings from various studies, this review aims to provide insights into effective teaching strategies, technological innovations, and factors influencing student attitudes and performance in Arabic language education. Understanding these nuances is essential for harnessing the full potential of language education in a rapidly changing global landscape.

For instance, based on Ritonga's research[11] findings, Arabic learning orientation in Ma'had and Islamic boarding schools, it is important to consider the implications of these differing expertise in language skills. In the era of globalization, the need for human resources with well-rounded language skills, including reading, writing, speaking, and listening, is crucial for effective communication in diverse and international settings. It is evident that graduates from Ma'had and Islamic boarding schools each bring unique strengths to the table, and understanding these nuances is essential for harnessing the full potential of language education in the context of a rapidly changing global landscape.

Ritonga[12] also highlight that Arabic language instruction at higher education institutions exhibits both strengths and weaknesses. A significant strength is the presence of highly proficient Arabic language instructors in certain academic programs. This expertise contributes to graduates possessing strong foreign language skills, thereby enhancing their job prospects and employability in a diverse range of fields.

Another research by Yusri[13] explores the use of cognitive and metacognitive strategies in Arabic language learning among various types of students, focusing on the aspect of self-regulated learning. The research findings reveal that students employ a moderate range of cognitive and metacognitive strategies. These strategies facilitate their learning process by enabling better planning, monitoring, and

---

[11] Ritonga Mahyudin et al., "Arabic Learning Orientation in Ma'had and Islamic Boarding Schools, and Its Relevance to the Need for Human Resources with Language Skills in the Globalization Era," *International Journal of Early Childhood Special Education* 13, no. 2 (2021): 375–384.

[12] Mahyudin et al.

[13] Ghazali Yusri et al., "Cognitive and Metacognitive Learning Strategies among Arabic Language Students," *Interactive Learning Environments* 21, no. 3 (2013): 290–300.

evaluation of their own learning activities, ultimately contributing to more effective language acquisition.

The challenge for Arabic language teaching is that the techniques employed by teachers to teach speaking skills in Arabic do not support the communicative approach in the Arabic Language Curriculum (ALC) in Malaysia[14]. Teachers predominantly use question-and-answer methods, listening and repeating exercises, which only elicit short responses from students. Consequently, students are not provided with sufficient opportunities to practice using the language for real communication. This limited interaction hinders the development of students' speaking proficiency and communicative competence in Arabic.

What should be considered in Arabic teaching is student prior knowledge. Research finding from Yusri et al[15] indicates that students' background knowledge and experiences significantly influence their attitudes towards learning oral Arabic. It is essential for instructors to consider students' prior knowledge and experiences when selecting teaching approaches. By aligning instructional methods with the students' existing capabilities and experiences, educators can foster a more positive attitude towards learning and enhance the effectiveness of Arabic language instruction.

In addition to their prior knowledge, peer learning and time management strategies in Arabic language education is also important. Another study of Rosya Izyanie et al[16] highlights how collaborative learning among peers and effective time management can enhance students' proficiency in oral Arabic. By engaging in regular practice with classmates and efficiently managing their study schedules, students can improve their language skills and overall academic performance.

There is also research on virtual tutors as an innovative and efficient method for teaching Arabic to non-native speakers compared to traditional educational

---

[14] Norfaezah Mohd Hamidin, "The Teaching and Learning Strategies Used In Classroom: A Case Study in National Religious Secondary Schools (SMKA) in Selangor, Malaysia," in *The 2nd International Conference on Language, Education and Innovation 2015*, 2015.

[15] G Yusri et al., "Attitude towards Learning Oral Arabic as a Foreign Language among Malaysian Students," *Pertanika Journal of Social Sciences & Humanities* 20, no. 3 (2012): 765–79.

[16] Rosya Izyanie Shamshudeen and Nurazan Mohmad Rouyan, "Oral Communication Strategies Preferences in Arabic Debate among Non-Arabic Speakers," *International Journal of Academic Research in Business and Social Sciences* 11, no. 9 (2021): 131–51.

approaches. Mahmoud's research[17] findings indicate that virtual tutors significantly enhance active learner participation and improve cognitive outcomes. This interactive program facilitates a more engaging and effective language learning experience, leading to higher levels of proficiency in Arabic among non-native speakers. Mohammad Tawffeek[18] and further concludes that utilizing a blended approach, incorporating Web 2.0 and Language Tools Interoperability (LTI) such as gamification, can significantly enhance learning motivation. This approach also improves several critical skills, including mastery of content, critical thinking, problem-solving, communication, collaboration, and self-management. The integration of these modern educational technologies and methods creates a more dynamic and effective learning environment for non-native Arabic speakers. Mohammed[19] focus on the blended programme for Arabic and Other Less Commonly Taught Languages (LCTLs) in the South African higher education context.

Ritonga's research highlights the efficacy of the IcanDO platform in stimulating early childhood Arabic learning[20]. The platform enhances memory retention, cognitive skills, and multilingual abilities, making it a breakthrough tool for golden age education. The use of interactive and engaging methods within IcanDO supports stronger language acquisition and cognitive development in young learners, providing a solid foundation for future language learning endeavors. In other hand, Razman[21] analysis on developing an Arabic vocabulary teaching module for pre-university students in Malaysia underscores the importance of the Four Strands Theory. This approach involves meaning-focused input and output, language-focused learning, and fluency development, ensuring a comprehensive and balanced

---

[17] Ahmed Ragheb Ahmed Mahmoud and Muhammad Sabri Sahrir, "Integration of an Interactive Program in Learning Arabic Language for Non-Native Speakers via Virtual Tutor," *Integration* 13, no. 3 (2013).

[18] T A S Mohammed, B Al-Sowaidi, and F Banda, "Towards a Technology-Enhanced Blended Approach for Teaching Arabic for s Ri'purposes (Asp) in the Light of the South African National Qualifications Framework," *International Journal of Information and Education Technology* 11, no. 1 (2021): 1–9.

[19] Tawffeek A S Mohammed, Blanche Nyingome Assam, and Mustapha Saidi, "The Use of Web 2.0 Tools in the Foreign Language Classroom," *Journal of Educational and Social Research* 10, no. 2 (2020): 177–90.

[20] Mahyudin Ritonga et al., "Learning for Early Childhood Using the IcanDO Platform: Breakthroughs for Golden Age Education in Arabic Learning," *Education and Information Technologies* 28, no. 7 (2023): 9171–88.

[21] Syakirah Mohd Razman, Zawawi Ismail, and Wail Muin Alhaj Said Ismail, "Developing a Teaching Module on Arabic Vocabulary Based on the Four Strands Theory for Pre-University Students in Malaysia: A Needs Analysis," *Theory and Practice in Language Studies* 12, no. 11 (2022): 2263–73.

vocabulary acquisition. By addressing these four aspects, the module can effectively meet students' learning needs and enhance their vocabulary retention and usage in real-life contexts. Additionally, employing design and development research (DDR) approaches in the creation of online Arabic vocabulary learning games has proven to be an effective strategy for engaging students and reinforcing their vocabulary acquisition through interactive and gamified experiences[22].

In Saudi universities, Alotaibi[23] identifies significant factors influencing the acceptance of mobile learning (m-learning) for non-native Arabic speakers, including Language Interactivity, System Enjoyment, Performance Expectancy, Facilitating Conditions, and Effort Expectancy. Alotaibi further[24] supports the development of m-learning models, emphasizing their potential to improve reading skills, student performance, social development, and self-efficacy. The integration of m-learning in Arabic language education thus represents a promising avenue for enhancing both the learning experience and outcomes for non-native speakers[25].

To summarize the literature review, it highlights the diverse strategies and tools employed in Arabic language education, each contributing to different aspects of language proficiency. From the early childhood stimulation provided by platforms like IcanDO to the advanced vocabulary modules based on the Four Strands Theory, innovative approaches are essential for effective language acquisition. The integration of technology, such as virtual tutors and m-learning, shows significant promise in enhancing learner engagement and outcomes. Additionally, understanding the influence of students' prior knowledge, peer learning, and time management strategies is crucial for developing effective teaching methods. As the demand for multilingual proficiency grows, these insights will be invaluable in shaping robust Arabic language education programs that cater to the needs of diverse learners in a globalized world. By analyzing these studies, researchers aim to provide insights for

---

[22] Muhammad Sabri Sahrir et al., "Employing Design and Development Research (DDR): Approaches in the Design and Development of Online Arabic Vocabulary Learning Games Prototype.," *Turkish Online Journal of Educational Technology-TOJET* 11, no. 2 (2012): 108–19.

[23] Faihan Dulaym Alotaibi, Saeedah Siraj, and Wail Muil Said Ismail, "Students' Perception On The Need For The Development Of M-Learning Model For Teaching Arabic Reading Skills To Non-Arab Speakers," *Opción: Revista de Ciencias Humanas y Sociales*, no. 20 (2019): 775–810.

[24] Faihan Dulaym Alotaibi, Saeedah Siraj, and Wail Muil Said Ismail, "Factors Influencing Acceptance to Use M-Learning in Learning Arabic Language for Non-Native Speakers in Saudi Universities," *Opción: Revista de Ciencias Humanas y Sociales*, no. 20 (2019): 152–71.

[25] Alotaibi et al., "Design and Development of Mobile-Learning Model for Teaching Arabic Language Reading Skills to Non-Arab Speakers in Higher Education Institutions," *Opción: Revista de Ciencias Humanas y Sociales* 35, no. 19 (2019): 2662–84.

educators, policymakers, and curriculum developers to enhance the effectiveness of Arabic language teaching and learning in non-Arabic speaking countries. As the interest in Arabic continues to grow globally, the findings from these studies will play a pivotal role in shaping the future of Arabic education outside the traditional Arabic-speaking regions.

Investigating the trends of Arabic learning research in non-Arabic speaking countries is essential for understanding how non-native speakers approach research on the Arabic language. The gap of the research lies in the scarcity of studies especially those that consolidate findings into a comprehensive analysis using bibliometric methods. While there may be numerous studies on Arabic language learning in general, there remains a lack of research that focuses within non-Arabic speaking contexts. This gap highlights the need for a deeper investigation into such settings, as well as the utilization of bibliometric techniques to synthesize existing literature and identify research trends.

Hence, this paper will examine research conducted by scholars from non-Arabic-speaking countries, focusing on keywords such as Arabic learning, Arabic teaching, Arabic education, and teaching Arabic. It aims to address key questions such as: Which countries, authors, journals, and organizations are most productive in this field? What are the top keywords in research on Arabic learning in non-Arabic-speaking countries? And what are the emerging trends in Arabic learning in these contexts?

The paper is structured into several sections to aid comprehensive understanding. Initially, the Introduction delves into the development of Arabic language teaching and learning, particularly in non-Arabic speaking contexts, underscoring the scholarly significance of the study. Following this, the Literature Review offers a comprehensive analysis of contemporary research trends within this domain. Methodological procedures are explained in the Methods section, describing the approach utilized for data collection and analysis. Lastly, the Analysis of Results and Conclusions section presents empirical findings and interprets their implications. This structured framework aims to facilitate scholarly engagement by providing a clear overview of the research framework and its academic contributions.

Method

The research method used is bibliometric analysis related to Arabic language learning in non-Arabic speaking countries. Bibliometric analysis in this research is a descriptive bibliometric which describes the characteristics of literature. One of the reasons for using this analysis technique is to show trends that appear in research articles or journals.[26] Published information in the form of books, journal articles, data collections, and related metadata such as abstracts, keywords, and quotations is analyzed using statistics to describe the relationship between published works.[27] Li states that there are four steps that can be carried out in a literature review, namely determining journal criteria, identifying the research domain and selecting specific keywords, looking for samples to collect, analyzing material relevant to the research, and representing the data.[28]

This study employs a bibliometric analysis to identify the trends of Arabic learning and teaching, especially in non-Arabic-speaking countries. Trends in scientific publications from various reputable journals were analyzed proportionally. Robert N Broadus explained five steps of the bibliometrics analysis, which are defining criteria, selecting a database, adjusting or refining criteria, exporting results, and doing the analysis.

In this research, we utilized the Scopus publication database, which is widely recognized by scholars, and the credibility of the articles therein is reliable. From our initial search, we identified 366 documents affiliated with the keywords "Arabic learning," "Arabic teaching," "Arabic education," and "teaching Arabic." These articles were published between 1970 to 2024. Subsequently, we refined our search by including only "research articles" and "conference papers" published within the thematic scope of "social sciences," resulting in a total of 197 article documents.

Given our focus on Arabic learning and teaching in non-Arabic-speaking nations, our subsequent step involved verifying that the publications were not affiliated with such countries. Table 1 presents the list of countries classified as Arabic-speaking nations, as sourced from the World Atlas database.

---

[26] Naveen Donthu et al., "How to Conduct a Bibliometric Analysis: An Overview and Guidelines," *Journal of Business Research* 133 (2021): 285–96.

[27] Robert N Broadus, "Toward a Definition of 'Bibliometrics,'" *Scientometrics* 12 (1987): 373–79.

[28] Liang Li, Ping Gao, and Ji-Ye Mao, "Research on IT in China: A Call for Greater Contextualization," *Journal of Information Technology* 29, no. 3 (2014): 208–22.

Table 1. Arabic Speaking Countries by World Atlas

No	Country	Numbers of Arabic Speaker	No	Country	Numbers of Arabic Speaker
1	Egypt	82,449,200	13	Somalia	3,788,000
2	Algeria	40,100,000	14	UAE	3,607,600
3	Sudan	28,164,500	15	Mauritania	3,140,000
4	Saudi Arabia	27,178,770	16	Oman	2,518,816
5	Morocco	25,003,930	17	Israel	2,039,000
6	Iraq	22,908,120	18	Kuwait	1,735,000
7	Syria	17,951,639	19	Palestine	1,610,000
8	Yemen	14,671,000	20	Chad	1,320,000
9	Tunisia	10,800,500	21	Qatar	1,215,446
10	Jordan	5,083,300	22	Bahrain	690,302
11	Libya	4,526,000	23	Eritrea	249,700
12	Lebanon	4,180,000	24	Djibouti	97,900

In the last phase of our process, subsequent to adjustments and refinements, we successfully narrowed down our dataset to 108 article documents. These selected documents constitute the importance of our research database, crucial for analyzing the trends of Arabic learning and teaching in non-Arabic speaking countries. It's worth noting that this database ensures the quality and relevance of our data, laying a robust foundation for our bibliometrics analysis. Below, we present a concise summary table detailing the bibliometric analysis procedures undertaken, as illustrated in Table 2.

Table 2. Bibliometric Analysis Procedures

No	Procedures	Results
Defining Criteria		
1 Database		Scopus
2 Timespan		1970 - 2024
3 Initial Keywords	Arabic teaching, Arabic learning, Arabic education, teaching Arabic	366 articles
Adjusting and Refining Criteria		
4 Limited to	Only articles and conference papers under the social sciences subject	197 articles
5 Limited to	Only articles affiliated with a non-Arabic-speaking countries which unlisted in Table 1	108 articles
Exporting results		*RIS format*

Following the compilation of the final dataset comprising of 108 articles, our analysis was directed towards several key aspects essential to our research. Firstly,

identification of yearly publication trends to understand how the volume of articles was distributed over time. Next, attention to the most prolific and influential authors within the dataset, highlighting the individuals whose contributions significantly impact Arabic learning and teaching. Furthermore, identification of the scholarly journals regularly publish articles on similar topics, providing insights into the primary platforms for disseminating research in this domain. Additionally, an investigation was conducted into the affiliations and countries contributing most significantly to the body of literature, revealing the geographic distribution of scholarly output. Lastly, the focus was placed on pinpointing the highest cited articles as an impactful work shaping academic discourse in the field.

Finally, to visualize the interconnections and thematic clusters within Arabic teaching and learning research, we employed network analysis through VosViewer software. This method allows us to identify key patterns in our research topic. As noted by Mohamad Handi Khalifah[29], network analysis reveals nodes (representing keywords) and their links, enhancing our understanding of discussion trends and their interactions. The network analysis entails three main steps: network visualization, density analysis, and overlay visualization. In the network visualization phase, each keyword is depicted as a node, connected to others within the same thematic cluster, typically represented by a specific color. Through this thematic cluster analysis, our study elucidates the trends and future directions of Arabic teaching and learning research.

Result and Analysis

Learning, as conceptualized by Ahdar Djamaluddin et al[30] is a dynamic interaction among learners, educators, and learning resources within a designated instructional environment. In the realm of Arabic language acquisition, proficiency hinges on mastering four core skills: listening, speaking, reading, and writing. Listening skills (Al Istima') primarily entail receptive engagement, wherein learners actively comprehend verbal communication initiated by speakers. Mansur[31]

---

[29] Mohamad Handi Khalifah, Rahmatina Awaliyah Kasri, and Hakan Aslan, "Mapping the Evolution of ZAKAH Theme Publications Years 1964-2021: A Bibliometric Analysis," *Journal of Islamic Accounting and Business Research* 15, no. 2 (2024): 265–90.

[30] Ahdar Djamaluddin et al., *Pilar Peningkatan Kompetensi Pedagogis* (Parepare: CV. Kaaffah Learning Center, 2019).

[31] Mansur Mansur, *Ilmul Lughah An-Nafsy* (Riyadl: Jamiah Al Malik Saud, 1982).

delineates four key facets of listening: comprehension of general meaning, interpretation and interactive dialogue, critical evaluation, and integration of acquired information with personal experiences.

Speaking skills (*Al Kalam*), conversely, denote active oral proficiency characterized by accurate pronunciation conforming to established linguistic standards. The objective here is effective communication, facilitating the conveyance of ideas or main points to interlocutors. Reading skills (*Al Qiro'ah*) involve the interpretive engagement with written text, encompassing both oral recitation and silent comprehension. Proficiency entails adeptness in symbol recognition and comprehension of textual content, as posited.

Lastly, writing skills (*Al Kitabah*) encompass the transformative process of transcribing spoken language into written form, adhering to prescribed linguistic conventions. Writing serves as a means of communicative expression, with the primary goal of conveying the writer's central ideas to the reader. In congruence with broader pedagogical frameworks, effective Arabic language instruction relies on a cohesive integration of instructional components, including defined learning objectives, relevant content materials, appropriate teaching methodologies, diverse media resources, and rigorous evaluation mechanisms.

The result of the research illustrates the distribution of published articles from 1976 to 2024. The data highlights several notable trends in publication activity over the years. During the initial period from 1976 to 2010, the number of published articles remained relatively low, with occasional small spikes. A significant increase in publications is observed starting in 2011, with a notable peak in 2014, when the number of articles reached around 7.
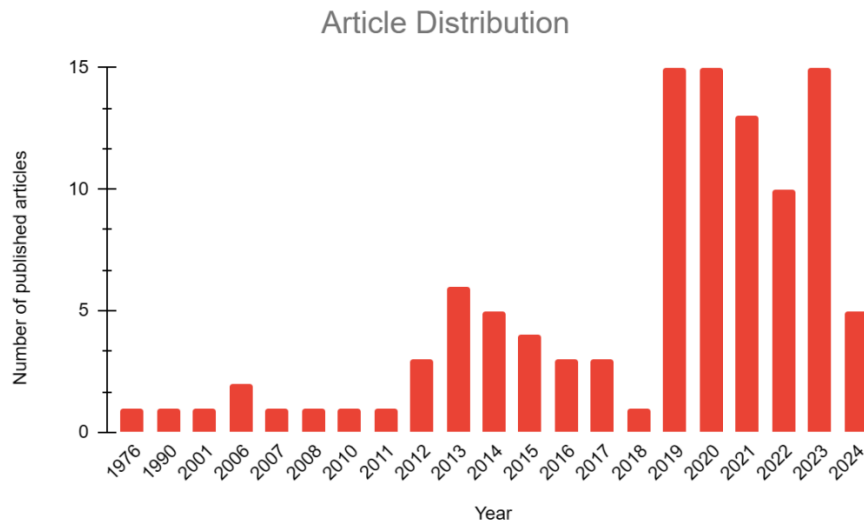
Figure 1. Article distribution over time

Post-2014, the number of publications fluctuated slightly but remained higher than in the previous decades. From 2018 onwards, there was a substantial rise in the number of published articles, peaking at 15 in 2020 and 2021. This surge indicates a growing interest or development in the relevant field during these years. Although there was a slight decline in publications in 2022 and 2023, the numbers remained significantly higher compared to the pre-2010 period. In 2024, there was a decrease, but the number of published articles was still notably higher than in the earlier years, reflecting a sustained increase in research activity.

Table 3. Most prolific and influential author

No	Researcher name	Published articles	Citations
1	Ritonga, M.	5	18
2	Rahimi, N.M.	4	5
3	Ismail, W.M.A.S.	4	5
4	Yusri, G.	3	50
5	Siraj, S.	3	4
6	Shah, P.M.	3	50
7	Sahrir, M.S.	3	20
8	Mohammed, T.A.S.	3	7
9	Ismail, Z.	3	29
10	Alotaibi, F.D.	3	4

The table highlights the most prolific and influential authors in the given dataset, ranked by the number of published articles and the corresponding citations. Ritonga, M. leads the list with five published articles and 18 citations, showcasing a significant contribution to the field. Rahimi, N.M. and Ismail, W.M.A.S. follow, each with four published articles; however, their citation counts are relatively lower, at five citations each, indicating moderate influence.

Several authors, including Yusri, G., Siraj, S., Shah, P.M., Sabri, M.S., Mohammed, T.A.S., Ismail, Z., and Alotaibi, F.D., have each published three articles. Among these, Yusri, G. and Shah, P.M. stand out with 50 citations each, reflecting a substantial impact on their respective areas of research. Ismail, Z. also shows notable influence with 29 citations. The remaining authors, despite having fewer citations, have contributed consistently to the literature, indicating a solid presence in their research domains.

Table 4. Scholarly journals regularly publishing articles on similar topics

No	Scholarly journals	Number of publications
1	Gema Online Journal of Language Studies	6
2	Languages Cultures Mediation	4
3	Universal Journal of Educational Research	3
4	Turkish Online Journal of Educational Technology	3
5	Opcion	3
6	Foreign Language Annals	3
7	Eurasian Journal of Educational Research	3
8	Turkish Online Journal of Distance Education	2
9	Theory And Practice in Language Studies	2
10	Revista de Estudios Internacionales Mediterraneos	2

The data presents a list of scholarly journals and the number of publications in each, highlighting the dissemination of research across various platforms. The **Gema Online Journal of Language Studies** leads with six publications, indicating its prominence and preference among researchers in the field. Following this, the **Languages Cultures Mediation journal** has four publications, showcasing its significant role in publishing scholarly work.

Several journals have three publications each, including the **Universal Journal of Educational Research,** the **Turkish Online Journal of Educational Technology**, **Opcion**, **Foreign Language Annals**, and the **Eurasian Journal of Educational**

Research. These journals collectively contribute a substantial volume of research, reflecting their importance in the academic community. Additionally, the **Turkish Online Journal of Distance Education**, **Theory and Practice in Language Studies**, and the **Revista de Estudios Internacionales Mediterraneos** each have two publications, demonstrating their involvement in the dissemination of scholarly articles. This distribution indicates a wide range of journals that serve as key outlets for researchers to share their findings.

Table 5. Contribution of affiliations and countries to the body of literature

No	Affiliations	Number of published articles
1	Universiti Kebangsaan Malaysia, Malaysia	8
2	Universiti Malaya, Malaysia	8
3	Universiti Teknologi MARA, Malaysia	6
4	Universitas Pendidikan Indonesia, Indonesia	4
5	Universiti Sultan Zainal Abidin, Indonesia	4
6	Muhammadiyah University of West Sumatera, Indonesia	3
7	Hankuk University of Foreign Studies, Indonesia	3
8	International Islamic University Malaysia, Malaysia	3
9	University of the Western Cape, South Africa	3
10	Universitas Islam Negeri Imam Bonjol, Indonesia	3

The table outlines the contributions of various affiliations and countries to the body of literature, with a focus on the number of published articles from each institution. Leading the list are **Universiti Kebangsaan Malaysia** and **Universiti Malaya**, both from Malaysia, each contributing eight published articles. This highlights Malaysia's significant role in the academic field covered by the dataset.

Universiti Teknologi MARA, also from Malaysia, follows with six published articles, reinforcing the country's substantial academic output. Indonesia also shows a strong presence with multiple institutions contributing notably: **Universitas Pendidikan Indonesia** and **Universiti Sultan Zainal Abidin** each with four publications, and **Muhammadiyah University of West Sumatera**, and **Universitas Islam Negeri Imam Bonjol** each with three publications. Additionally, the **International Islamic University Malaysia, University of the Western Cape** from South Africa, and **Hankuk University of Foreign Studies** from South Korea, each contributed three articles. This distribution underscores the collaborative academic efforts across Malaysia and Indonesia, with South Africa and Korea also contributing significantly to the scholarly work.

Table 6. Contribution of Countries to the Published Article

No	Country	Number of published articles
1	Indonesia	27
2	Malaysia	22
3	United States	11
4	United Kingdom	4
5	Turkey	3
6	Spain	3
7	South Korea	3
8	Nigeria	3
9	Russian Federation	2
10	Pakistan	2

The table presents the contributions of various countries to the body of literature, as indicated by the number of published articles. **Indonesia** leads the list with a substantial contribution of 27 published articles, highlighting its significant impact and active research community. Following closely, **Malaysia** has contributed 22 articles, underscoring its prominent role in the academic discourse.

The United States holds the third position with 11 published articles, indicating a strong presence in the scholarly arena. **The United Kingdom** follows with 4 articles, while **Turkey**, **Spain**, **South Korea**, and **Nigeria** each have 3 published articles, showcasing a diverse international participation. Additionally, the **Russian Federation** and **Pakistan** have contributed 2 articles each. This distribution reflects a global engagement in the field, with notable contributions from **Asia**, **North America**, and **Europe**.

Table 7. Highest cited articles on Arabic learning and teaching in non-Arabic speaking countries

No	Article title	Year	Author/s	Journal	Number of Citations
1	The design of a corpus of Contemporary Arabic	2006	Al-Sulaiti, L., Atwell, E.	International Journal of Corpus Linguistics	93
2	Students' attitude towards oral Arabic learning at Universiti Teknologi Mara (UiTM)	2010	Yusri, G., Rahimi, N.M., Shah, P.M.	GEMA Online Journal of Language Studies	28
3	Cognitive and metacognitive learning strategies among Arabic language students	2013	Yusri, G., Rahimi, N.M., Shah, P.M., Wah, W.H.	Interactive Learning Environments	18
4	Arabic complementary schools in England: language and Fundamental British Values	2020	Szczepek Reed, B., Said, F., Davies, I., Bengsch, G.	Language, Culture and Curriculum	15
5	Techniques for teaching Arabic speaking skills in national religious secondary schools in Malaysia	2011	Ismail, Z., Tamuri, A.H., Yusoff, N.M.R.N., Othman, M.A.-U.	GEMA Online Journal of Language Studies	15
6	Employing design and development research (DDR) approaches in the design and development of online arabic vocabulary learning games prototype	2012	Sahrir, M.S., Alias, N.A., Ismail, Z., Osman, N.	Turkish Online Journal of Educational Technology	13
7	Change and variation in family religious language policy in a West African Muslim community	2016	Moore, L.C.	Language Policy	11
8	Analysis of Arabic Language Learning at	2020	Ritonga, M., Asrina,	Universal Journal of	10

|					
	Higher Education Institutions with Multi-Religion Students		Widayanti, R., Julhadi, Halim, S.	Educational Research	
9	Towards a functional approach to the translation of Egyptian cartoons	2007	El-Arousy, N.A.	Humor	10
10	The development of international education towards migration abroad by Indonesian women	2020	Zid, M., Casmana, A.R., Hijrawadi, S.N.	Universal Journal of Educational Research	9
11	Negotiating meaning through costume and social media in Bulgarian Muslims' communities of practice	2017	Olson, L.J.	Cambridge University Press	9
12	Toward the 'moral conquest' of Morocco: Hispano-Arabic education in early twentieth-century North Africa	2001	Jensen, G.	European History Quarterly	8
13	The place of arabic in language education and language planning in nigeria	1990	Akinnaso, F.N., Ogunbiyi, I.A.	Language Problems and Language Planning	8
14	The teaching of Arabic as a community language in the UK	2022	Soliman, R., Khalil, S.	International Journal of Bilingual Education and Bilingualism	7
15	Has arabic language learning been successfully implemented?	2020	Zurqoni, Retnawati, H., Rahmatullah, S., Djidu, H., Apino, E.	International Journal of Instruction	7

The table showcases the highest-cited articles on Arabic learning and teaching in non-Arabic-speaking countries, highlighting the most influential research in this domain. Leading the list is the article titled "The design of a corpus of Contemporary Arabic" by Al-Sulaiti, L. and Atwell, E., published in 2006 in the International Journal of Corpus Linguistics, with 93 citations. This article significantly impacts the field, underlining the importance of corpus-based studies in Arabic language research.

Following this, the article "Students' Attitude towards oral Arabic Learning at Universiti Teknologi Mara (UiTM)" by Yusri, G., Rahimi, N.M., and Shah, P.M., published in 2010 in the GEMA Online Journal of Language Studies, has garnered 28 citations. Another notable work by the same authors, along with Wah, W.H., titled "Cognitive and metacognitive learning strategies among Arabic language students," published in 2013 in Interactive Learning Environments, has 18 citations. These articles emphasize the significance of student attitudes and learning strategies in Arabic language acquisition.

Additional noteworthy contributions include "Arabic Complementary Schools in England: language and Fundamental British Values" by Szczepek Reed, B. et al., published in 2020 in Language, Culture and Curriculum, and "Techniques for teaching Arabic speaking skills in national religious secondary schools in Malaysia" by Ismail, Z. et al., published in 2011 in the GEMA Online Journal of Language Studies, each with 15 citations. These articles reflect the diverse approaches and contexts in which Arabic language education is explored, from complementary schooling in England to secondary education in Malaysia. Other articles with notable citations focus on innovative teaching methods, such as employing design and development research for online Arabic vocabulary learning games, and analyzing language policies and practices within specific cultural communities.
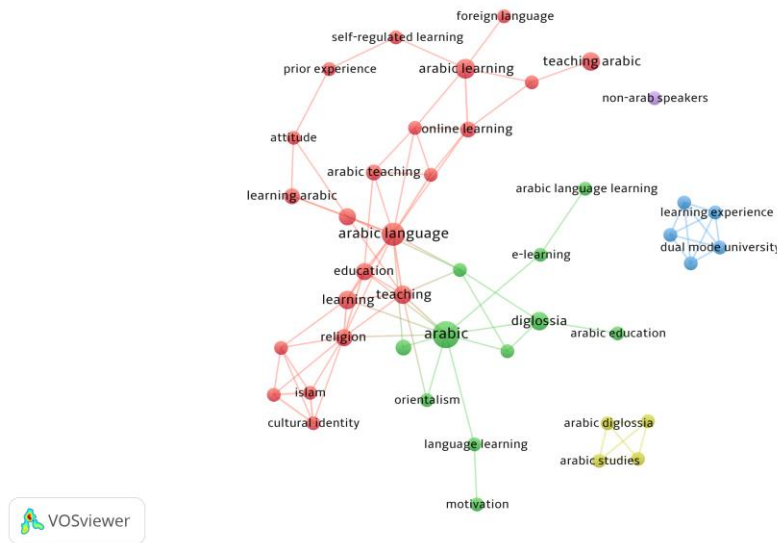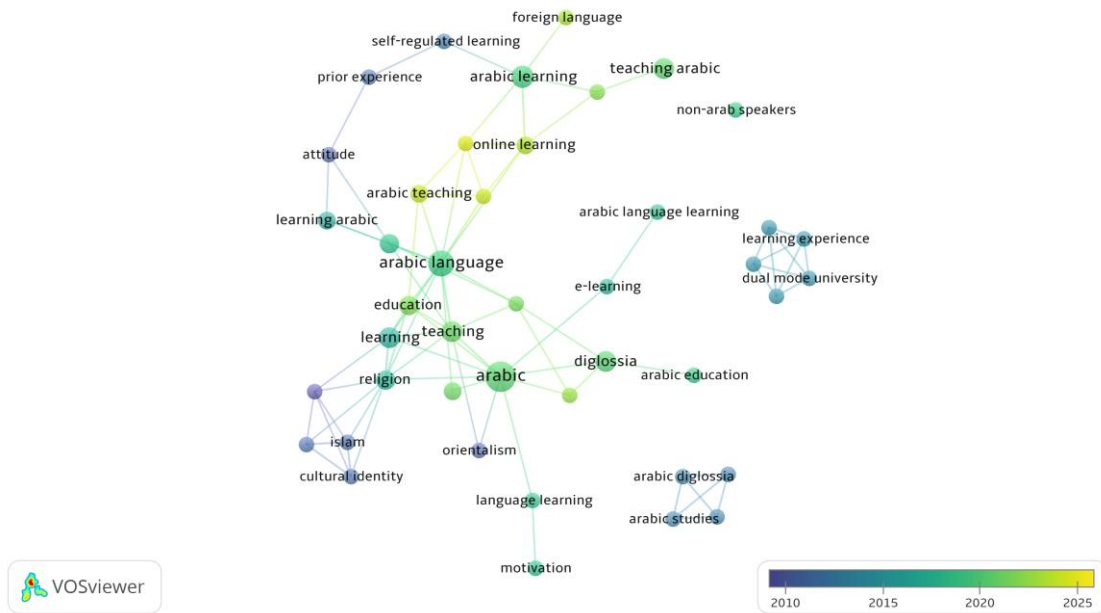
Figure 2. Top keyword in VOS Viewer

The provided image appears to be a visualization from VOSviewer, illustrating the relationships between various concepts related to Arabic language learning and teaching. The visualization includes clusters of interconnected terms, indicating their relevance and associations within the field.

The red cluster prominently features terms related to the pedagogical aspects of Arabic, such as "Arabic learning," "teaching Arabic," "online learning," and "non-Arab speakers." This cluster underscores the emphasis on different modalities and contexts of Arabic language education, highlighting both the learners' prior experiences and the self-regulated nature of learning. Additionally, it touches upon attitudinal factors and the broad educational framework within which Arabic is taught.

In the green cluster, we see a focus on linguistic and cultural dimensions, including "Arabic," "diglossia," "e-learning," and "language learning." This cluster suggests an intricate relationship between formal education and the sociolinguistic aspects of Arabic, encompassing both traditional and digital learning environments. The blue cluster, with terms like "learning experience," "dual mode," and "university," appears to emphasize higher education contexts and the experiential aspects of learning Arabic in dual-mode or blended learning environments. Finally, the yellow cluster, which includes terms such as "Arabic studies" and "Arabic diglossia,"

highlights specific areas of academic inquiry and linguistic phenomena pertinent to the Arabic language.

Figure 3. Top keyword in VOS Viewer
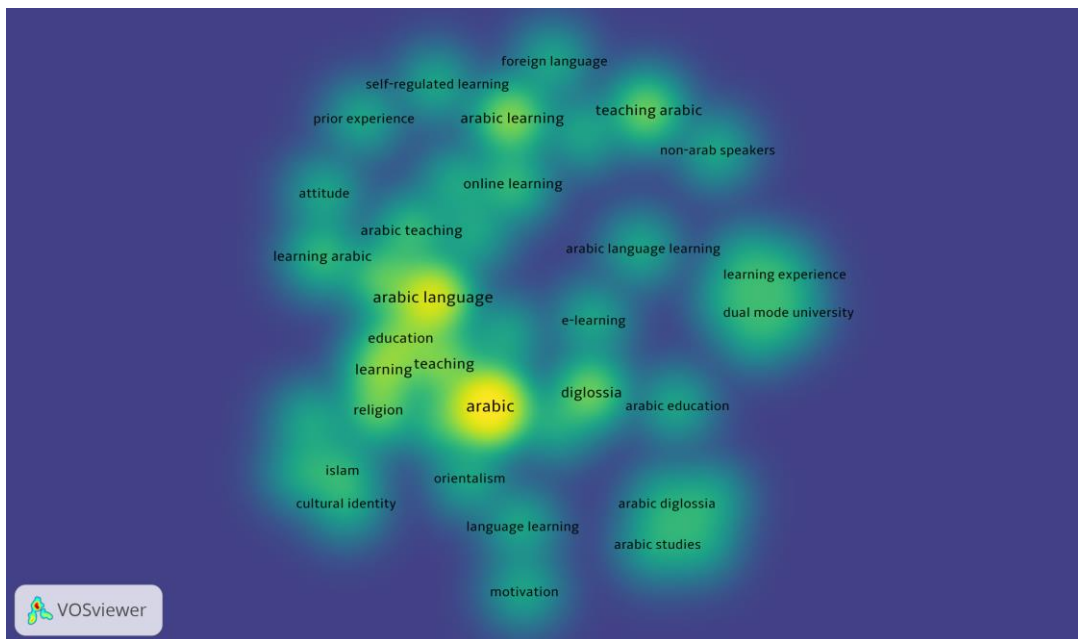
Figure 4. Top keyword in VOS Viewer

Conclusion

This research indicate a significant increase in research activity related to Arabic Learning within non-Arabic speaking countries, particularly evident over the past decade. Notably, Indonesia, with the world's largest Muslim population, emerges as the foremost contributor in terms of article productivity, closely followed by

Malaysia and the United States. The pivotal role of the Gema Online Journal of Language Studies, affiliated with Universiti Kebangsaan Malaysia, underscores its significance as a platform shaping scholarly discourse in this field and standing as the most productive institution. Additionally, our analysis identifies Ritonga, M., as the most productive author, while Shah P.M. and Yusri, G. emerge as influential contributors within this scholarly domain. These findings provide valuable insights into the evolving landscape of Arabic language learning research in non-Arabic speaking contexts.

The research on Arabic language learning and teaching in non-Arabic speaking countries has significantly expanded over the years, highlighting diverse approaches and methodologies. The findings underscore the importance of understanding student backgrounds, utilizing cognitive and metacognitive strategies, and incorporating innovative teaching tools like virtual tutors and blended learning approaches. These methods have been shown to enhance student engagement and proficiency in Arabic. However, there remains a noticeable gap in the consolidation of these studies into comprehensive analyses using bibliometric methods, indicating an area ripe for further exploration.

Despite the advancements, challenges persist, particularly in the communicative aspects of Arabic language teaching. Traditional methods often fall short in providing sufficient opportunities for real-life communication practice, which is crucial for developing speaking proficiency. Addressing these challenges requires a shift towards more interactive and student-centered teaching approaches that align with modern educational paradigms. Additionally, leveraging technology, such as e-learning platforms and gamification, can further enhance the learning experience by making it more engaging and effective.

Future research should focus on developing and validating comprehensive bibliometric analyses to better understand the trends and gaps in Arabic language learning and teaching. Such studies could provide valuable insights into the most productive countries, authors, journals, and emerging trends, thus guiding future research directions. Moreover, there is a need for empirical studies that examine the long-term impact of innovative teaching methods and technologies on student proficiency and engagement in Arabic language learning.

Additionally, research should explore the integration of communicative teaching techniques within the Arabic Language Curriculum (ALC) to enhance students' speaking proficiency. Investigating the effectiveness of peer learning, collaborative projects, and real-life communication exercises could provide practical solutions to existing challenges. Finally, expanding studies to include diverse educational contexts and learner demographics will help create more inclusive and effective Arabic language education strategies that cater to the needs of all students

References

Alotaibi, Faihan Dulaym, Saeedah Siraj, and Wail Muil Alhaj Said Ismail. "Design and Development of Mobile-Learning Model for Teaching Arabic Language Reading Skills to Non-Arab Speakers in Higher Education Institutions." *Opción: Revista de Ciencias Humanas y Sociales* 35, no. 19 (2019): 2662–84.

Alotaibi, Faihan Dulaym, Saeedah Siraj, and Wail Muil Said Ismail. "Factors Influencing Acceptance to Use M-Learning in Learning Arabic Language for Non-Native Speakers in Saudi Universities." *Opción: Revista de Ciencias Humanas y Sociales*, no. 20 (2019): 152–71.

———. "Students' Perception On The Need For The Development Of M-Learning Model For Teaching Arabic Reading Skills To Non-Arab Speakers." *Opción: Revista de Ciencias Humanas y Sociales*, no. 20 (2019): 775–810.

Broadus, Robert N. "Toward a Definition of 'Bibliometrics.'" *Scientometrics* 12 (1987): 373–79.

Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. routledge, 2002.

Crum, Sibel, and Öner Özçelik. "Social Networks as Technology-Enhanced Learning Environments for Second Language Teaching in Higher Education." *International Journal of Emerging Technologies in Learning (Online)* 19, no. 1 (2024): 4.

Djamaluddin, Ahdar, S Ag, S Sos, and Dr Wardana. *Pilar Peningkatan Kompetensi Pedagogis*. Parepare: CV. Kaaffah Learning Center, 2019.

Donthu, Naveen, Satish Kumar, Debmalya Mukherjee, Nitesh Pandey, and Weng Marc Lim. "How to Conduct a Bibliometric Analysis: An Overview and Guidelines." *Journal of Business Research* 133 (2021): 285–96.

Hamidin, Norfaezah Mohd. "The Teaching and Learning Strategies Used In Classroom: A Case Study in National Religious Secondary Schools (SMKA) in Selangor, Malaysia." In *The 2nd International Conference on Language, Education and Innovation 2015*, 2015.

Harisca, Rodhy, Ahmad Bukhari Muslim, and Abdulahi Hussein Moalim Shariif. "Arabic Teaching Curriculum for Indonesian General Educational Stages in the Society Era 5.0." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (2023): 100–117.

Husnaya, Leila Ahya, and Rizka Eliyana Maslihah. "Musykilaat Ta'allum Al-Lughah Al-'Arabiyyah Bi Al-Madrasah Al-Mutawassithah Al-Islamiyyah Nurul Mujtahidin Mlarak Ponorogo." *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 4, no. 1 (2022): 136–58.

Ibrahim, Majdi Haji, and Akmal Khuzairy Abd Rahman. "Teaching of Arabic in Malaysia." *Intellectual Discourse* 26, no. 1 (2018): 189–206.

Khalifah, Mohamad Handi, Rahmatina Awaliyah Kasri, and Hakan Aslan. "Mapping the Evolution of ZAKAH Theme Publications Years 1964-2021: A Bibliometric Analysis." *Journal of Islamic Accounting and Business Research* 15, no. 2 (2024): 265–90.

Khasawneh, Najwa, and Mohamad Ahmad Saleem Khasawneh. "An Analysis of Arabic Language Needs for Speakers of Other Languages at Jordanian Universities." *International Journal of Language Education* 6, no. 3 (2022): 245.

Li, Liang, Ping Gao, and Ji-Ye Mao. "Research on IT in China: A Call for Greater Contextualization." *Journal of Information Technology* 29, no. 3 (2014): 208–22.

Mahmoud, Ahmed Ragheb Ahmed, and Muhammad Sabri Sahrir. "Integration of an Interactive Program in Learning Arabic Language for Non-Native Speakers via Virtual Tutor." *Integration* 13, no. 3 (2013).

Mahyudin, Ritonga, Widodo Hendro, Lahmi Ahmad, Budiarti Meliza, Annova Fauzana, and Zubaidah Zubaidah. "Arabic Learning Orientation in Ma'had and Islamic Boarding Schools, and Its Relevance to the Need for Human Resources with Language Skills in the Globalization Era." *International Journal of Early Childhood Special Education* 13, no. 2 (2021): 375–384.

Mansur, Mansur. *Ilmul Lughah An-Nafsy*. Riyadl: Jamiah Al Malik Saud, 1982.

Mohammed, T A S, B Al-Sowaidi, and F Banda. "Towards a Technology-Enhanced Blended Approach for Teaching Arabic for s Ri'purposes (Asp) in the Light of the South African National Qualifications Framework." *International Journal of Information and Education Technology* 11, no. 1 (2021): 1–9.

Mohammed, Tawffeek A S, Blanche Nyingome Assam, and Mustapha Saidi. "The Use of Web 2.0 Tools in the Foreign Language Classroom." *Journal of Educational and Social Research* 10, no. 2 (2020): 177–90.

Muassomah, Muassomah, Arief Rahman Hakim, and Eva Laily Salsabila. "Arabic Learning Challenges." In *4th Annual International Conference on Language, Literature and Media (AICOLLIM 2022)*, 475–82. Atlantis Press, 2023.

Mustofa, Zamzam. "Proses Pembelajaran Berbahasa Arab Pada Program BLC (Bilingual School) Kelas VII MTsN Kota Madiun." *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 1 (2021): 46–61.

Razman, Syakirah Mohd, Zawawi Ismail, and Wail Muin Alhaj Said Ismail. "Developing a Teaching Module on Arabic Vocabulary Based on the Four Strands Theory for Pre-University Students in Malaysia: A Needs Analysis." *Theory and Practice in Language Studies* 12, no. 11 (2022): 2263–73.

Ritonga, Mahyudin, Rosniati Hakim, Talqis Nurdianto, and Apri Wardana Ritonga.

"Learning for Early Childhood Using the IcanDO Platform: Breakthroughs for Golden Age Education in Arabic Learning." *Education and Information Technologies* 28, no. 7 (2023): 9171–88.

Sahrir, Muhammad Sabri, Nor Aziah Alias, Zawawi Ismail, and Nurulhuda Osman. "Employing Design and Development Research (DDR): Approaches in the Design and Development of Online Arabic Vocabulary Learning Games Prototype." *Turkish Online Journal of Educational Technology-TOJET* 11, no. 2 (2012): 108–19.

Shamshudeen, Rosya Izyanie, and Nurazan Mohmad Rouyan. "Oral Communication Strategies Preferences in Arabic Debate among Non-Arabic Speakers." *International Journal of Academic Research in Business and Social Sciences* 11, no. 9 (2021): 131–51.

Wahba, Kassem, Zeinab A Taha, and Liz England. *Handbook for Arabic Language Teaching Professionals in the 21st Century*. Routledge, 2014.

Yolanda, Refiyana, Dadang Firdaus, Muspika Hendri, and Zaharo Zaharo. "Brain Based Learning Using Augmented Reality Technology as an Arabic Learning Media." *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 1 (2024): 261–78.

Yusri, G, N M Rahimi, P M Shah, and W Wan Haslina. "Attitude towards Learning Oral Arabic as a Foreign Language among Malaysian Students." *Pertanika Journal of Social Sciences & Humanities* 20, no. 3 (2012): 765–79.

Yusri, Ghazali, Nik Mohd Rahimi, Parilah M Shah, and Wan Haslina Wah. "Cognitive and Metacognitive Learning Strategies among Arabic Language Students." *Interactive Learning Environments* 21, no. 3 (2013): 290–300.