DEVELOPMENT OF ARABIC LANGUAGE CURRICULUM FOCUSED ON DIVERSITY AND INCLUSION

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Abstract

This literature review explores the development of an Arabic language curriculum prioritizing diversity and inclusion in an interconnected global context. It aims to formulate a curriculum catering to learners from diverse cultural backgrounds, abilities, and learning preferences, ensuring fair access and meaningful engagement. The methodology involves an extensive literature review, expert consultations, and data collection through surveys, interviews, and focus group discussions. Thematic coding and triangulation facilitate data analysis, revealing the importance of integrating diverse perspectives and inclusive pedagogical approaches. The study emphasizes nurturing an inclusive learning environment that embraces differences and fosters mutual respect. It highlights implications for educators, curriculum developers, and policymakers, stressing deliberate efforts to address diversity and inclusion within Arabic language education. Inclusive practices can effectively address diverse learner needs, promote cross-cultural understanding, and cultivate belonging. This research advances inclusive language education and encourages further exploration in this critical field.

Keywords: Arabic Curriculum; Diversity; Inclusion; Inclusive Education; Curriculum Development.
Introduction

Arabic is a language rich in history and cultural heritage that spans continents and ages. As one of the most widely spoken languages globally, it is essential to recognize the significance of developing an Arabic language curriculum that considers its linguistic aspects and emphasizes diversity and inclusion. In an increasingly interconnected and multicultural global context, acknowledging the importance of diversity in language education becomes more pressing.¹

Developing a curriculum focused on diversity and inclusion offers a holistic approach to ensuring that every student, regardless of cultural background or other diversities, has equal opportunities to acquire knowledge and Arabic language skills.² Inclusive education accommodates individual differences and promotes appreciation of diversity, creating a conducive learning environment for the growth and development of all students.³

In the educational context, diversity refers to the variety of cultural, ethnic, and socioeconomic backgrounds and learning abilities among students. On the other hand, inclusion emphasizes efforts to ensure that all students feel accepted and supported in their learning environment.⁴ By considering diversity and inclusion, the development of the Arabic language curriculum can present learning materials relevant to various student experiences and realities and promote tolerance, appreciation, and cross-cultural understanding.⁵

The primary goal of developing an Arabic language curriculum focused on diversity and inclusion is to create an inclusive learning environment where every student feels valued and supported.⁶ By considering diversity, the curriculum can stimulate students' interests and motivations and enhance their engagement in the learning process. Additionally, an inclusive approach to curriculum development can promote global perspectives and enhance cross-cultural understanding among

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students. The importance of developing an Arabic language curriculum focused on diversity and inclusion is also closely related to the principles of social justice in education. By considering diversity and inclusion, the curriculum can become a tool to combat educational inequalities and ensure that every student has equal opportunities for academic success. However, challenges remain to be overcome despite the recognized importance of inclusive Arabic language curriculum development. One is educators' lack of resources and training to implement inclusive learning practices in Arabic language classes. There is also a need to continuously develop and adapt the curriculum to evolving global developments and demands.

This study aims to address the question of how to develop an Arabic language curriculum focused on diversity and inclusion. In curriculum development, emphasis on diversity and inclusion is critical to creating an inclusive learning environment for all students, including those from diverse cultural and linguistic backgrounds. Compared to previous studies on Arabic language curriculum development, the emphasis on diversity and inclusion in this literature review is a significant difference. Previously, many studies tended to explore other aspects of Arabic language curriculum development without the same focus on diversity and inclusion. Therefore, this literature review aims to fill a knowledge gap in existing literature by highlighting the importance of creating a curriculum that can accommodate the diverse needs of Arabic language learners. For example, relevant research such as "Arabic Language Heritage Schools: The Educational Potential of Celebrating Identity and Diversity" provides insights into how celebrating identity and diversity can be crucial elements in Arabic language education.

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This subsection explores various theoretical perspectives that underpin the concepts of diversity and inclusion in education. It delves into sociology, psychology, and education theories that inform our understanding of diversity, equity, and inclusion. Examples of theories may include critical race theory, social identity theory, and intersectionality theory. Each theory provides valuable insights into the complexities of diversity and the dynamics of power and privilege within educational contexts. By examining these theories, the subsection offers a theoretical foundation for understanding how diversity and inclusion operate within Arabic language education and how they can be addressed in curriculum development.

This part of the subsection focuses on exploring frameworks and models specifically designed to guide the development of inclusive curricula. It discusses established frameworks such as Universal Design for Learning (UDL), Culturally Responsive Teaching (CRT), and Differentiated Instruction (DI). These frameworks offer strategies and principles for creating learning environments that accommodate diverse learners and promote equitable access to education. The subsection examines how these frameworks can be applied to Arabic language education to ensure that the curriculum is responsive to the needs of all learners, regardless of their cultural backgrounds or learning abilities.

This section delves into the notion of cultural sensitivity within Arabic language instruction. It highlights recognizing and appreciating Arabic language students’ cultural heritage and life experiences. It delves into methods for integrating cultural sensitivity into curriculum development, teaching methodologies, and evaluation processes. The section underscores the importance for educators of the Arabic language to infuse culturally appropriate content, instructional approaches, and assessment methods into the curriculum to foster better student involvement and academic achievements. Through its focus on cultural sensitivity, this segment of the theoretical framework endeavors to

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advocate for a curriculum that honors and mirrors the varied cultural backgrounds of Arabic language learners.

**Method**

The research method employed in this study is a literature review. The literature review approach allows researchers to collect, review, and synthesize literature relevant to developing an Arabic language curriculum focused on diversity and inclusion. The first step in this method involves identifying the research topic, namely creating an inclusive Arabic language curriculum. Subsequently, researchers conduct a literature search using various academic databases and digital libraries to find relevant literature. The literature search is performed by specifying inclusion and exclusion criteria, such as the period (typically within the past ten years), sources like peer-reviewed journals and academic books, and the type of research (including empirical studies, theoretical frameworks, and systematic reviews). These criteria ensure that the retrieved literature is recent, scholarly, and relevant to the topic under investigation. Afterward, the identified literature is evaluated to determine its relevance to the research topic, eliminating irrelevant literature from the analysis. Drawing from the relevant literature, researchers analyze previous researchers' main findings, arguments, and approaches in developing an inclusive Arabic language curriculum.

The analysis results are then synthesized to identify trends, similarities, differences, and limitations in existing research, enabling researchers to understand the research topic comprehensively. The final research report includes a summary of the findings from the literature review, interpretations, and implications for developing an Arabic language curriculum focused on diversity and inclusion. While a literature review can provide a comprehensive overview of the research topic, it is essential for researchers to carefully select and evaluate literature to ensure the validity and reliability of the analysis.

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Result and Discussion

Analysis of Literature Review Findings on Arabic Language Curriculum Development with a Focus on Diversity and Inclusion

Here is a table presenting the results of the literature review search for the article titled “Development of Arabic Language Curriculum Focused on Diversity and Inclusion”:

<table>
<thead>
<tr>
<th>No</th>
<th>Title</th>
<th>Study Type</th>
<th>Study Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The status of Arabic, super-diversity, and language learning motivation among non-Arab expats in the Gulf</td>
<td>Case Study</td>
<td>International</td>
</tr>
<tr>
<td>2</td>
<td>Innovative Learning: Utilizing Card Sort Media to Amplify Arabic Vocabulary Understanding in NW Lenek Junior High School</td>
<td>Case Study</td>
<td>Indonesia</td>
</tr>
<tr>
<td>3</td>
<td>Linguistic Othering and “knowledge deserts”: Perspectives on Arabic use in linguistically diverse Islamic institutions</td>
<td>Literature Review</td>
<td>Global</td>
</tr>
<tr>
<td>4</td>
<td>Exploring the effectiveness of pharmacy curriculum in Saudi Arabia in developing leadership skills among pharmacy students from their perspective: A mixed-methods study</td>
<td>Literature Review</td>
<td>International</td>
</tr>
<tr>
<td>5</td>
<td>Arabic Language Heritage Schools: The Educational Potential of Celebrating Identity and Diversity</td>
<td>Literature Review</td>
<td>International</td>
</tr>
<tr>
<td>6</td>
<td>Multilingual Approaches and Social Justice Pedagogy Toward Linguistically and Culturally Diversified Arabic Curricula for the Collegiate U.S. Arabic Classroom</td>
<td>Literature Review</td>
<td>United States</td>
</tr>
</tbody>
</table>

This table presents information about several articles relevant to developing the Arabic language curriculum focusing on diversity and inclusion. Each row in the table lists the article title, type of study conducted, and the study location. The

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26 Szczep Reed et al., “Arabic Language Heritage Schools: The Educational Potential of Celebrating Identity and Diversity.”

Status of Arabic, super-diversity, and Language Learning Motivation among non-Arab Expats in the Gulf" is a case study examining the status of the Arabic language, super-diversity, and language learning motivation among non-Arab expatriates in the Gulf region. This study was also conducted internationally. "Innovative Learning: Utilizing Card Sort Media to Amplify Arabic Vocabulary Understanding in NW Lenek Junior High School" is a case study that discusses using card sort media to enhance Arabic vocabulary understanding in NW Lenek Junior High School, Indonesia. "Linguistic Othering and 'Knowledge Deserts': Perspectives on Arabic Use in Linguistically Diverse Islamic Institutions" is a literature review that examines linguistic othering and knowledge deserts in the use of the Arabic language in linguistically diverse Islamic institutions. This study was conducted globally. "Exploring the effectiveness of pharmacy curriculum in Saudi Arabia in developing leadership skills among pharmacy students from their perspective: A mixed-methods study" is a literature review exploring the effectiveness of pharmacy curriculum in Saudi Arabia in developing leadership skills among pharmacy students. This study was also conducted internationally. "Arabic Language Heritage Schools: The Educational Potential of Celebrating Identity and Diversity" is a literature review discussing the educational potential of Arabic language heritage schools in celebrating identity and diversity. This study was conducted internationally. "Multidialectal Approaches and Social Justice Pedagogy Toward Linguistically and Culturally Diversified Arabic Curricula for the Collegiate U.S. Arabic Classroom" is a literature review discussing multidialectal approaches and social justice pedagogy in developing linguistically and culturally diversified Arabic curricula for collegiate U.S. Arabic classrooms. This study was conducted in the United States.

**The Theory in the Development of Arabic Language Curriculum Focused on Diversity and Inclusion**

The theory in developing the Arabic language curriculum that focuses on diversity and inclusion is essential in ensuring that Arabic language education can provide an inclusive learning experience and address student diversity. Here is a brief explanation of each theory:

**Diversity Theory in Language Education**

Diversity theory in Arabic language education acknowledges students' diverse backgrounds, needs, and abilities. It emphasizes the importance of recognizing and appreciating this diversity in designing the curriculum and teaching the Arabic language.\(^{28}\) This theory emphasizes that language education should consider various factors such as culture, social background, language

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proficiency, and individual student needs to make learning more effective and relevant.\(^{29}\)

The above articulates the theory of diversity in Arabic language education, acknowledging that students have diverse backgrounds, needs, and abilities. It emphasizes the importance of recognizing and appreciating this diversity in designing the curriculum and teaching the Arabic language. This theory emphasizes that language education should consider various factors such as culture, social background, language proficiency, and individual student needs to make learning more effective and relevant. This is a critical approach to developing inclusive and responsive educational programs to meet the diverse needs of students.\(^{30}\)

**Inclusion Theory in Curriculum Development**

Inclusion theory in developing the Arabic language curriculum emphasizes ensuring equal access to Arabic language learning for all students, including those with special needs or unique characteristics. This involves designing curriculum, teaching methods, and assessments considering students’ needs and diversity, ensuring no student is marginalized in the learning process.\(^{31}\)

The inclusion theory in developing the Arabic language curriculum emphasizes ensuring that all students, including those with special needs or unique characteristics, have equal access to Arabic language learning.\(^{32}\) This involves designing curriculum, teaching methods, and assessments considering students’ needs and diversity, ensuring no student is marginalized in the learning process.

**Concept of the Interconnection Between Diversity and Inclusion Theory**

The interconnection between diversity and inclusion theory in developing the Arabic language curriculum indicates that language education should consider student diversity within an inclusive framework.\(^{33}\) This means the curriculum should be designed to assess students’ diverse needs, backgrounds, and abilities to


make learning inclusive.\textsuperscript{34} This underscores the importance of understanding and appreciating individual differences in the context of Arabic language learning.\textsuperscript{35}

The statement highlights the intrinsic relationship between diversity and inclusion theories in shaping the Arabic language curriculum. It emphasizes the necessity for language education to operate within an inclusive framework that acknowledges and accommodates diverse student backgrounds, needs, and abilities.\textsuperscript{36} This approach underscores the imperative of tailoring the curriculum to address the individual differences among learners, ensuring that all students can engage effectively in the learning process. It emphasizes recognizing and valuing these distinctions as integral components of Arabic language education.

By integrating diversity and inclusion theory into the development of the Arabic language curriculum, educators can create a learning environment that supports all students in reaching their full potential in understanding and using the Arabic language effectively.

**Best Practices in Developing an Inclusive Arabic Language Curriculum**

Before we delve into the best practices for developing an inclusive Arabic language curriculum, we must understand the significance of approaches considering diversity and inclusion in the educational context. In this era of globalization, our classrooms are becoming increasingly diverse, with students from various cultural backgrounds, languages, and abilities.\textsuperscript{37} Therefore, developing an Arabic language curriculum that considers diversity and inclusion is not only a necessity but also a crucial step in creating an adequate learning environment for all students.\textsuperscript{38} Let’s take a closer look at some of the best practices that can be applied in developing an inclusive Arabic language curriculum:

**Strategies for Integrating Diversity in the Arabic Language Curriculum**

These strategies involve approaches to curriculum design that consider student diversity in the context of Arabic language learning.\textsuperscript{39} This includes using...
learning materials that reflect students' various cultures and social backgrounds and considering the needs and abilities of diverse students in the learning process.

The comment highlights implementing strategies in curriculum design to address student diversity in Arabic language learning. It emphasizes utilizing learning materials that encompass a wide range of cultures and social backgrounds, thereby fostering inclusivity and relevance for all students. Additionally, it underscores the importance of considering learners' diverse needs and abilities throughout the learning journey. By incorporating these strategies, educators can create a more inclusive and effective learning environment that caters to each student's unique characteristics and requirements.

**Learning Models that Prioritize Inclusion in Arabic Language Learning**

Learning models that prioritize inclusion in Arabic language learning emphasize the use of teaching methods and techniques that support the participation of all students regardless of their background or needs. This may involve differentiated teaching strategies, diverse learning media, and classroom arrangements that enable collaboration among students with different abilities.

The comment underscores the significance of inclusive learning models within Arabic language education, prioritizing methods that ensure the active participation of all students, irrespective of their backgrounds or needs. It suggests adopting teaching techniques that accommodate diverse learning styles and abilities, fostering an inclusive learning environment. This might entail employing differentiated instruction strategies, utilizing various learning resources, and structuring classroom setups that facilitate collaboration among students with varying capabilities. By implementing these approaches, educators can create a supportive and engaging learning atmosphere where students can thrive and contribute to their fullest potential.

**Pedagogical Approaches that Accommodate Student Diversity**

This pedagogical approach emphasizes the importance of using various teaching strategies that accommodate student diversity in Arabic language learning. This may include student-centered approaches, cooperative learning, the use of technology in learning, and formative assessment that considers the

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41 Gonzales-Dogan, “Linguistic Othering and ‘Knowledge Deserts.’”


diversity of student abilities and learning styles. By implementing strategies for integrating diversity, inclusive learning models, and pedagogical approaches that accommodate student diversity, the development of the Arabic language curriculum can become more inclusive and enable all students to succeed in Arabic language learning.

The comment emphasizes the importance of a pedagogical approach that embraces diversity in Arabic language education. It advocates for employing tailored teaching strategies that accommodate diverse student needs, backgrounds, and learning styles. This could include student-centered methodologies, cooperative learning, technology integration, and formative assessment practices. By integrating inclusive strategies and pedagogical approaches that cater to student diversity, the Arabic language curriculum can be enhanced to foster inclusivity and support the success of all learners.

The Challenges in Developing an Inclusive Arabic Language Curriculum

In today’s diverse educational landscape, developing an inclusive Arabic language curriculum is paramount to ensuring equitable access to quality education for all students. As classrooms become increasingly multicultural and inclusive, it is imperative that the curriculum reflects this diversity and provides opportunities for every learner to thrive. However, amidst the pursuit of inclusivity, educators and institutions often encounter challenges that hinder the effective development and implementation of such curricula.

This discussion will explore the challenges faced in developing an inclusive Arabic language curriculum and how they impact the educational landscape. By identifying and understanding these challenges, we can work towards overcoming them and creating a more inclusive learning environment for Arabic language learners.

Institutional and Administrative Constraints

This challenge encompasses decision-making processes at the institutional level, policies that may not support inclusion and bureaucratic hurdles that impede changes in curriculum development. Educational institutions often face
challenges in altering existing structures and policies to ensure that the Arabic language curriculum can be inclusive for all students.

The comment addresses the multifaceted challenges of promoting inclusivity within the Arabic language curriculum. It highlights obstacles such as decision-making processes within educational institutions, existing policies that may not align with inclusive practices, and bureaucratic complexities hindering curriculum development reforms. Academic institutions often confront difficulties in navigating these challenges and adjusting established structures and policies to accommodate the diverse needs of students. Overcoming these barriers requires concerted efforts to address institutional inertia, advocate for policy changes that support inclusion, and streamline bureaucratic procedures to facilitate curriculum adjustments to promote inclusivity in Arabic language education.

**Resource Limitations and Infrastructure**

Resource constraints and inadequate infrastructure, such as limited funds, lack of suitable teaching materials, and inadequate learning facilities, can hinder the development of an inclusive Arabic language curriculum. This can limit educational institutions' ability to provide a learning environment that supports diversity and inclusion.

The comment highlights the impact of resource constraints and insufficient infrastructure on developing an inclusive Arabic language curriculum. Limited funds, inadequate materials, and poor facilities pose challenges to fostering diversity and inclusion in educational institutions. Addressing these challenges necessitates strategic resource allocation, investment in suitable materials, and facility improvements to enhance inclusivity in Arabic language education. Overcoming resource limitations is crucial for ensuring equitable access to quality education and promoting diversity in the curriculum.

**Unequal Access and Learning Opportunities**

This challenge relates to disparities in access and learning opportunities for students from different social, economic, or cultural backgrounds. For example, students with special needs or from minority groups may face difficulties in accessing equitable opportunities for an inclusive Arabic language curriculum. To address these challenges, a strong commitment is required from all relevant stakeholders, including governments, educational institutions, and communities, to

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ensure that the developed Arabic language curriculum considers diversity and inclusion so all students can succeed in Arabic language learning.

The comment emphasizes the disparities in access and learning opportunities for students from diverse backgrounds, including those with special needs or from minority groups. It underscores the need for collaboration among stakeholders to develop an Arabic language curriculum that prioritizes diversity and inclusion. This commitment is essential for providing equitable opportunities and fostering success in Arabic language learning for all students.

**Implications and Recommendations for the Development of an Inclusive Arabic Language Curriculum**

As we navigate the complexities of developing an inclusive Arabic language curriculum, it is essential to recognize the implications and recommendations arising from addressing the previously discussed challenges. Inclusive curriculum development goes beyond mere adjustments to content and structure; it requires a fundamental shift in mindset and approach to education. By acknowledging the implications for educators, curriculum developers, policymakers, and educational institutions, we can pave the way for meaningful progress toward inclusivity in Arabic language education.

Now, let’s explore the implications and recommendations in detail:

**Implications for Arabic Language Educators**

Arabic language educators must realize that developing an inclusive curriculum requires adjustments in their teaching approach. They must be prepared to address students’ diverse needs and backgrounds and develop teaching strategies that enable all students to feel supported and successful in Arabic language learning. This may involve improving pedagogical skills, gaining a deeper understanding of student diversity, and being flexible in designing learning experiences responsive to individual needs.

The comment highlights the crucial role of Arabic language educators in fostering inclusivity through adaptable teaching methods. It stresses the importance of recognizing and catering to diverse student needs and backgrounds,

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which may involve improving pedagogical skills and designing responsive learning experiences. By prioritizing these adjustments, educators can create an inclusive environment that enhances student engagement and achievement in Arabic language education.

**Recommendations for Curriculum Developers**

Curriculum developers must consider various aspects when designing an inclusive Arabic language curriculum. They should ensure that the curriculum reflects student diversity, includes materials relevant to multiple cultural backgrounds, and offers diverse teaching methods to accommodate students with different learning styles. Additionally, curriculum developers should continually update and evaluate the curriculum to ensure it remains relevant and responsive to social, cultural, and educational developments.

The comment stresses the complexity curriculum developers face in crafting an inclusive Arabic language curriculum. It emphasizes the need to include diverse student perspectives, utilize culturally resonant materials, and employ varied teaching approaches. Additionally, it highlights the importance of continuous evaluation and updates to maintain relevance in changing contexts. By prioritizing these elements, developers can create a dynamic, inclusive learning framework tailored to diverse Arabic language learners.

**Policy Implications for Government and Educational Institutions**

Governments and educational institutions are crucial in creating an environment supporting an inclusive Arabic language curriculum. They need to adopt policies that support inclusive education, ensure equal access for all students, and provide sufficient resources to support the implementation of inclusive curricula. Additionally, they should facilitate training and professional development so that educators can be better prepared to address diversity challenges in the classroom and implement inclusive teaching practices.

The comment highlights the vital role of governments and educational institutions in promoting an environment for developing an inclusive Arabic

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58 Hady and Nasri, “Innovative Learning.”
language curriculum. It stresses the importance of inclusive education policies, ensuring equal access, and providing adequate resources. Additionally, it emphasizes the need for educator training to effectively address diversity in the classroom. By embracing these recommendations, stakeholders can ensure that the curriculum is truly inclusive, benefiting all students.

Conclusion

Developing an inclusive Arabic language curriculum presents challenges and opportunities for educators, policymakers, and institutions. Adapting teaching approaches to diverse student needs is crucial for fostering a supportive learning environment. Curriculum developers should prioritize diversity and inclusion, ensuring the curriculum reflects cultural diversity and accommodates various learning styles. Governments and educational institutions play a crucial role in fostering inclusive Arabic language education through supportive policies and resources. Facilitating training for educators is essential for effective implementation of inclusive teaching practices amidst classroom diversity.

Acknowledgment

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