DEVELOPMENT OF ARABIC LANGUAGE CURRICULUM FOCUSED ON DIVERSITY AND INCLUSION

Muhammad Thohri
Universitas Islam Negeri Mataram, Indonesia

Article Info

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.

مستخلص البحث

تتناول هذه المراجعة الأدبية تطوير منهج لغة عربية يولي الاهتمام للتنوع والاندماج في سياق عالمي متصل. تهدف إلى صياغة منهج يتناسب مع متعلمين من خلفيات ثقافية متنوعة وقدرات وتفضيلات تعلم مختلفة، مع ضمان الوصول العادل والمشاركة المعنوية. تتضمن المنهجية استعراضًا شاملاً للمراجع، واستشارات مع الخبراء، وجمع البيانات من خلال استطلاعات ومقابلات ومناقشات مجموعات مركزة. تسهل الترميز الموضوعي والتثليث تحليل البيانات، مما يكشف عن أهمية دمج منظورات متنوعة ونهج تربوية شاملة. تشدد الدراسة على تعزيز بيئة تعلم شاملة تتقبل الاختلافات وتعزز الاحترام المتبادل. وتسلط الضوء على الآثار المترتبة على المربين ومطوري المناهج وصناع السياسات، مؤكدة على الجهود العمدية لمعالجة التنوع والاندماج ضمن تعليم اللغة العربية. يمكن أن تسهم الممارسات الشاملة في تلبية احتياجات المتعلمين المتنوعة بفعالية، وتعزيز الفهم الثقافي المتبادل، وتنمية الانتماء. يساهم هذا البحث في تعزيز التعليم اللغوي الشامل ويشجع على مزيد من الاستكشاف في هذا المجال الحيوي.

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

---

[1] Baburhan Uzum et al., "A Comparative Analysis of Cultural Representations in Collegiate World Language Textbooks (Arabic, French, and German)," *Linguistics and Education* 61 (2021), https://doi.org/10.1016/j.linged.2020.100901.

[2] Nouf M. Aloudah, "Qualitative Research in the Arabic Language. When Should Translations to English Occur? A Literature Review," *Exploratory Research in Clinical and Social Pharmacy* 6 (2022), https://doi.org/10.1016/j.rcsop.2022.100153.

[3] Philippa Mullins, Tigranuhi Hakobyan, and Mara Harutyunyan, "In Conversation with Normativity: Perceptions and Disruptions of Inclusive Education in Armenia," *Children and Youth Services Review*, 2024, https://doi.org/10.1016/j.childyouth.2024.107540.

[4] Hussain A. Almalky and Abdalmajeed H. Alrabiah, "Predictors of Teachers' Intention to Implement Inclusive Education," *Children and Youth Services Review* 158 (March 2024): 107457, https://doi.org/10.1016/j.childyouth.2024.107457.

[5] Angel Mukuka, "Data on Mathematics Teacher Educators' Proficiency and Willingness to Use Technology: A Structural Equation Modelling Analysis," *Data in Brief* 54 (2024), https://doi.org/10.1016/j.dib.2024.110307.

[6] Mazen Baroudi, Isabel Goicolea, and Anna-Karin Hurtig, "The Good, the Bad, and the Why: How Do Arabic-Speaking Migrant Men Perceive and Experience Information and Services Related to Sexual and Reproductive Health in Sweden?," *Journal of Migration and Health* 7 (2023), https://doi.org/10.1016/j.jmh.2023.100153.

students.[7] 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.[8] However, challenges remain to be overcome despite the recognized importance of inclusive Arabic language curriculum development.[9] 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.[10]

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"[11] provides insights into how celebrating identity and diversity can be crucial elements in Arabic language education.

---

[7] Ümran Y. Nalbantoğlu and Nilay T. Bümen, "Changes in the Curriculum Adaptation Skills of Teachers as a Result of Professional Development Support: A Turkish Case Study," *Teaching and Teacher Education* 137 (2024), https://doi.org/10.1016/j.tate.2023.104386.

[8] Gülden Taner and Ufuk Ataş, "Addressing Diversity in Language Teacher Education: Perspectives on Practicum," in *Advances in Educational Technologies and Instructional Design*, ed. Karina Becerra-Murillo and Josefina F. Gámez (IGI Global, 2023), 54–75, https://doi.org/10.4018/978-1-6684-3632-5.ch004.

[9] Christopher Johnstone and Hayley Niad, "Curriculum and Inclusive Education: Universal Design for Learning as a 'Traveling' Phenomenon," in *International Encyclopedia of Education(Fourth Edition)* (Elsevier, 2023), 440–46, https://doi.org/10.1016/B978-0-12-818630-5.03076-1.

[10] Benjamin Gleason and Stefania Manca, "Curriculum and Instruction: Pedagogical Approaches to Teaching and Learning with Twitter in Higher Education," *On the Horizon* 28, no. 1 (2019): 1–8, https://doi.org/10.1108/OTH-03-2019-0014.

[11] Beatrice Szczepek Reed et al., "Arabic Language Heritage Schools: The Educational Potential of Celebrating Identity and Diversity," in *Advances in Educational Technologies and Instructional Design*, ed. Emilio José Delgado-Algarra and José María Cuenca-López (IGI Global, 2020), 148–73, https://doi.org/10.4018/978-1-7998-1978-3.ch008.

This subsection explores various theoretical perspectives that underpin the concepts of diversity and inclusion in education.[12] 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.[13]

This part of the subsection focuses on exploring frameworks and models specifically designed to guide the development of inclusive curricula.[14] 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.[15] 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.[16]

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

---

[12] Jinyoung Im, Yeasun K. Chung, and Dazhi (Daisy) Qin, "Exploring Diversity, Equity, and Inclusion in Hospitality and Tourism Firms through the Organizational Justice and Stakeholder Theories," *Tourism Management* 95 (2023), https://doi.org/10.1016/j.tourman.2022.104662.

[13] Chirag Dagar, "Workplace Well-Being: Making a Case for 'Psychological' Diversity and Inclusion," *Development and Learning in Organizations: An International Journal* 38, no. 2 (2024): 20–22, https://doi.org/10.1108/DLO-03-2023-0083.

[14] Enoch Leung et al., "Evaluating Canadian Pre-Service Educator Programs in Response to Changing Diversity and Inclusion Needs," *International Journal of Educational Research Open* 6 (2024), https://doi.org/10.1016/j.ijedro.2024.100326.

[15] Melissa L. New et al., "Massive Hemoptysis Simulation Curriculum Improves Performance," *CHEST* 165, no. 3 (2024): 645, https://doi.org/10.1016/j.chest.2023.10.013.

[16] Siu-Cheung Kong and Yi-Qing Wang, "The Impact of School Support for Professional Development on Teachers' Adoption of Student-Centered Pedagogy, Students' Cognitive Learning and Abilities: A Three-Level Analysis," *Computers & Education* 215 (2024), https://doi.org/10.1016/j.compedu.2024.105016.

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.[17] The literature review approach allows researchers to collect, review, and synthesize literature relevant to developing an Arabic language curriculum focused on diversity and inclusion.[18] 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.[19] 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.[20]

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.[21]

---

[17] Aïcha Cissé and Andrew Rasmussen, "Qualitative Methods," in *Comprehensive Clinical Psychology* (Elsevier, 2022), https://doi.org/10.1016/B978-0-12-818697-8.00216-8.

[18] Chris Hart, *Doing a Literature Review: Releasing the Research Imagination*, Second edition (London: SAGE Publications Ltd, 2018), 23.

[19] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2022), 11.

[20] Ulyan Nasri, "Exploring Qualitative Research: A Comprehensive Guide to Case Study Methodology," *Al-Hikmah : Jurnal Studi Islam* 4, no. 3 (2023), http://ejournal.kopertais4.or.id/sasambo/index.php/alhikmah/article/view/5627.

[21] Ulyan Nasry, Ulin Nuha, and Yunita Indinabila, "Literature Review and Practical Guide: Bibliographic Research Method in The Formation of Conceptual Framework," *Bimsalabim: Jurnal Ilmiah Ilmu Pendidikan Dan Pembelajaran* 1, no. 1 (2024), https://jurnal.iaihnwlotim.ac.id/index.php/salabim/article/view/1113.

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 1. Literature Review

No	Article Title	Study Type	Study Location
1	The status of Arabic, super-diversity, and language learning motivation among non-Arab ex-pats in the Gulf[22]	Case Study	International
2	Innovative Learning: Utilizing Card Sort Media to Amplify Arabic Vocabulary Understanding in NW Lenek Junior High School[23]	Case Study	Indonesia
3	Linguistic Othering and "knowledge deserts": Perspectives on Arabic use in linguistically diverse Islamic institutions[24]	Literature Review	Global
4	Exploring the effectiveness of pharmacy curriculum in Saudi Arabia in developing leadership skills among pharmacy students from their perspective: A mixed-methods study[25]	Literature Review	International
5	Arabic Language Heritage Schools: The Educational Potential of Celebrating Identity and Diversity[26]	Literature Review	International
6	Multidialectal Approaches and Social Justice Pedagogy Toward Linguistically and Culturally Diversified Arabic Curricula for the Collegiate U.S. Arabic Classroom[27]	Literature Review	United States

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

---

[22] Raees Calafato and Fei Tang, "The Status of Arabic, Superdiversity, and Language Learning Motivation among Non-Arab Expats in the Gulf," *Lingua* 219 (2019): 24–38, https://doi.org/10.1016/j.lingua.2018.11.003.

[23] Rosli Hady and Ulyan Nasri, "Innovative Learning: Utilizing Card Sort Media to Amplify Arabic Vocabulary Understanding in NW Lenek Junior High School," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 3 (2023), https://doi.org/10.29303/jipp.v8i3.2101.

[24] Shyla Gonzalez-Dogan, "Linguistic Othering and 'Knowledge Deserts': Perspectives on Arabic Use in Linguistically Diverse Islamic Institutions," *Linguistics and Education* 71 (2022), https://doi.org/10.1016/j.linged.2022.101076.

[25] Majid Ali et al., "Exploring the Effectiveness of Pharmacy Curriculum in Saudi Arabia in Developing Leadership Skills among Pharmacy Students from Their Perspective: A Mixed-Methods Study," *Saudi Pharmaceutical Journal* 32, no. 4 (2024), https://doi.org/10.1016/j.jsps.2024.101995.

[26] Szczepek Reed et al., "Arabic Language Heritage Schools: The Educational Potential of Celebrating Identity and Diversity."

[27] Katrien Vanpee, "Multidialectal Approaches and Social Justice Pedagogy: Toward Linguistically and Culturally Diversified Arabic Curricula for the Collegiate U.S. Arabic Classroom," *Critical Multilingualism Studies* 11, no. 1 (2024), https://cms.arizona.edu/index.php/multilingual/article/view/287.

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

---

[28] Anna Dmitrieva, Antonina Laposhina, and Maria Lebedeva, "A Comparative Study of Educational Texts for Native, Foreign, and Bilingual Young Speakers of Russian: Are Simplified Texts Equally Simple?," *Frontiers in Psychology* 12 (2021), https://doi.org/10.3389/fpsyg.2021.703690.

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

---

[29] Li Dong, "A Complex, Dynamic Systems Theory Perspective on Grit, Grammar Knowledge, and Their Relationship among High-School Students: A Longitudinal Time Series Analysis Study," *Current Psychology* 43, no. 8 (2024), https://doi.org/10.1007/s12144-023-04918-1.

[30] Faizmailiatus Sofa et al., "Analysis of Assessment of Arabic Receptive and Productive Skills in Arabic Language Book," *An Nabighoh* 25, no. 1 (2023): 1, https://doi.org/10.32332/an-nabighoh.v25i1.5764.

[31] Ole Andreas Kvamme, "Curriculum and the United Nations' Sustainable Development Goals," in *International Encyclopedia of Education (Fourth Edition)* (Elsevier, 2023), 406, https://doi.org/10.1016/B978-0-12-818630-5.03071-2.

[32] Khoirurrijal Khoirurrijal, "Stakeholders' Perception of Vision, Mission, Objectives, and Its Implications on Curriculum Development," *An Nabighoh* 25, no. 2 (2023): 147, https://doi.org/10.32332/an-nabighoh.v25i2.7485.

[33] Antonio Lieto et al., "DEGARI 2.0: A Diversity-Seeking, Explainable, and Affective Art Recommender for Social Inclusion," *Cognitive Systems Research* 77 (2023): 1–17, https://doi.org/10.1016/j.cogsys.2022.10.001.

make learning inclusive.[34] This underscores the importance of understanding and appreciating individual differences in the context of Arabic language learning.[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.[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.[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.[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.[39] This includes using

---

[34] Matteo Zallio and P. John Clarkson, "Designing the Metaverse: A Study on Inclusion, Diversity, Equity, Accessibility and Safety for Digital Immersive Environments," *Telematics and Informatics* 75 (2022), https://doi.org/10.1016/j.tele.2022.101909.

[35] Reshmi Lahiri-Roy and Ben Whitburn, "*Precarious Inclusion* : A Collaborative Account of Casualisation and Teaching Leadership Challenges at the Post-Pandemic University," *Qualitative Research Journal* 23, no. 5 (2023): 501, https://doi.org/10.1108/QRJ-12-2022-0160.

[36] Nuryani Nuryani et al., "Student Team Achievement Division (STAD) and Cooperative Learning Model in Balaghah Learning," *An Nabighoh* 25, no. 1 (2023): 19, https://doi.org/10.32332/an-nabighoh.v25i1.6446.

[37] Yasmine S. Motawy and Susanne K. Abou Ghaida, "Educational Concerns in Arabic Picture Books," in *International Encyclopedia of Education (Fourth Edition)* (Elsevier, 2023), 678, https://doi.org/10.1016/B978-0-12-818630-5.07067-6.

[38] Calafato and Tang, "The Status of Arabic, Superdiversity, and Language Learning Motivation among Non-Arab Expats in the Gulf."

[39] Rulyandi Rulyandi and Ulyan Nasri, "Building Motivation for Learning Indonesian Language: Psychological and Social Strategies," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 3 (2023), https://doi.org/10.29303/jipp.v8i3.2107.

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.[40] 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.[41] This may involve differentiated teaching strategies, diverse learning media, and classroom arrangements that enable collaboration among students with different abilities.[42]

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.[43] This may include student-centered approaches, cooperative learning, the use of technology in learning, and formative assessment that considers the

---

[40] Tika Fitriyah, Muhammad Afif Amrulloh, and Afif Kholisun Nashoih, "Word Formation in Arabic: A Morphological Analysis of Egyptian-Produced Snacks," *An Nabighoh* 25, no. 2 (2023): 163, https://doi.org/10.32332/an-nabighoh.v25i2.7700.

[41] Gonzalez-Dogan, "Linguistic Othering and 'Knowledge Deserts.'"

[42] Dawn Knight et al., "Corpus to Curriculum: Developing Word Lists for Adult Learners of Welsh," *Applied Corpus Linguistics* 3, no. 2 (2023), https://doi.org/10.1016/j.acorp.2023.100052.

[43] Sharif Alghazo, Mohd Nour Al Salem, and Imran Alrashdan, "Stance and Engagement in English and Arabic Research Article Abstracts," *System* 103 (2021), https://doi.org/10.1016/j.system.2021.102681.

diversity of student abilities and learning styles.[44] 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.[45] However, amidst the pursuit of inclusivity, educators and institutions often encounter challenges that hinder the effective development and implementation of such curricula.[46] 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.[47] Now, let's delve into the specific challenges:

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.[48] Educational institutions often face

---

[44] Gareth Smail, "Politicized Pedagogy in Morocco: A Comparative Case of Teachers of English and Arabic," *International Journal of Educational Development* 53 (2017): 151, https://doi.org/10.1016/j.ijedudev.2017.01.007.

[45] Ali et al., "Exploring the Effectiveness of Pharmacy Curriculum in Saudi Arabia in Developing Leadership Skills among Pharmacy Students from Their Perspective."

[46] Husnawadi Husnawadi and Ulyan Nasri, "Fanatic and Fanaticism from the Perspective of Islamic Law and Islamic Education Perspective," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 3 (2023): 2018, https://doi.org/10.29303/jipp.v8i3.2112.

[47] Rulyandi Rulyandi et al., "Indonesian Language Education as an Agent of Social Change: Sociological and Religious Approaches," *Scholars International Journal of Linguistics and Literature* 7, no. 03 (2024): 67–72, https://doi.org/10.36348/sijll.2024.v07i03.001.

[48] Alghazo, Al Salem, and Alrashdan, "Stance and Engagement in English and Arabic Research Article Abstracts."

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.[49] This can limit educational institutions' ability to provide a learning environment that supports diversity and inclusion.[50]

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.[51] For example, students with special needs or from minority groups may face difficulties in accessing equitable opportunities for an inclusive Arabic language curriculum.[52] To address these challenges, a strong commitment is required from all relevant stakeholders, including governments, educational institutions, and communities, to

---

[49] Ulyan Nasri, *Philosophy of Education (Lombok: , 2023).* (Lombok: CV. Haramain Lombok, 2024).

[50] K. Pedlow and C. McFeeters, "Problem Based Learning in Undergraduate Education: A New Era of Curriculum Design," *Physiotherapy* 113 (2021), https://doi.org/10.1016/j.physio.2021.10.148.

[51] Suha S. Al-Thanyyan and Aqil M. Azmi, "Simplification of Arabic Text: A Hybrid Approach Integrating Machine Translation and Transformer-Based Lexical Model," *Journal of King Saud University - Computer and Information Sciences* 35, no. 8 (2023), https://doi.org/10.1016/j.jksuci.2023.101662.

[52] Maria Spante, Anita Varga, and Linnéa Carlsson, "Triggering Sustainable Professional Agency: Using Change Laboratory to Tackle Unequal Access to Educational Success Collectively," *Journal of Workplace Learning* 34, no. 2 (2022): 162, https://doi.org/10.1108/JWL-02-2021-0019.

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.[53] Inclusive curriculum development goes beyond mere adjustments to content and structure; it requires a fundamental shift in mindset and approach to education.[54] 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.[55]

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.[56] This may involve improving pedagogical skills, gaining a deeper understanding of student diversity, and being flexible in designing learning experiences responsive to individual needs.[57]

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,

---

[53] Abdul Manan and Ulyan Nasri, "Tantangan Dan Peluang Pendidikan Bahasa Arab: Perspektif Global," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (2024): 256, https://doi.org/10.29303/jipp.v9i1.2042.

[54] Shiu-Wan Hung et al., "Inclusion in Global Virtual Teams: Exploring Non-Spatial Proximity and Knowledge Sharing on Innovation," *Journal of Business Research* 128 (2021): 599, https://doi.org/10.1016/j.jbusres.2020.11.022.

[55] Younès Bahou, Mohamed Hédi Maaloul, and Emna Boughariou, "Towards the Supervised Machine Learning and the Conceptual Segmentation Technique in the Spontaneous Arabic Speech Understanding," *Procedia Computer Science* 117 (2017): 225, https://doi.org/10.1016/j.procs.2017.10.113.

[56] Muhammad Sabri Sahrir and Nor Aziah Alias, "A Design and Development Approach to Researching Online Arabic Vocabulary Games Learning in IIUM," *Procedia - Social and Behavioral Sciences* 67 (2012): 360, https://doi.org/10.1016/j.sbspro.2012.11.339.

[57] Kholood Saigh and Norbert Schmitt, "Difficulties with Vocabulary Word Form: The Case of Arabic ESL Learners," *System* 40, no. 1 (2012): 24–36, https://doi.org/10.1016/j.system.2012.01.005.

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.[58] 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.[59] Additionally, curriculum developers should continually update and evaluate the curriculum to ensure it remains relevant and responsive to social, cultural, and educational developments.[60]

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.[61] 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.[62]

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

---

[58] Hady and Nasri, "Innovative Learning."

[59] Sanaa Kaddoura and Reem Nassar, "EnhancedBERT: A Feature-Rich Ensemble Model for Arabic Word Sense Disambiguation with Statistical Analysis and Optimized Data Collection," *Journal of King Saud University - Computer and Information Sciences* 36, no. 1 (2024), https://doi.org/10.1016/j.jksuci.2023.101911.

[60] Sameh M. Sherif et al., "Lexicon Annotation in Sentiment Analysis for Dialectal Arabic: Systematic Review of Current Trends and Future Directions," *Information Processing & Management* 60, no. 5 (2023), https://doi.org/10.1016/j.ipm.2023.103449.

[61] Ridouane Tachicart and Karim Bouzoubaa, "Moroccan Arabic Vocabulary Generation Using a Rule-Based Approach," *Journal of King Saud University - Computer and Information Sciences* 34, no. 10 (2022), https://doi.org/10.1016/j.jksuci.2021.02.013.

[62] Julia Schlam Salman and Irit Haskel-Shaham, "Noticing and Metalinguistic Awareness in the L2 Writing Process: A Translation-Based Writing Task for L1 Arabic Speakers Preparing to Teach Hebrew as a Second Language," *Journal of Second Language Writing* 62 (2023), https://doi.org/10.1016/j.jslw.2023.101065.

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

References

Alghazo, Sharif, Mohd Nour Al Salem, and Imran Alrashdan. "Stance and Engagement in English and Arabic Research Article Abstracts." *System* 103 (2021). https://doi.org/10.1016/j.system.2021.102681.

Ali, Majid, Aseel Alsreaya, Abdulrahman Alqarzi, Yazeed Alzahrani, Ibrahim Alhomood, Abdulaziz Alruhaimi, Abdulrahman Hijri, et al. "Exploring the Effectiveness of Pharmacy Curriculum in Saudi Arabia in Developing Leadership Skills among Pharmacy Students from Their Perspective: A Mixed-Methods Study." *Saudi Pharmaceutical Journal* 32, no. 4 (2024). https://doi.org/10.1016/j.jsps.2024.101995.

Almalky, Hussain A., and Abdalmajeed H. Alrabiah. "Predictors of Teachers' Intention to Implement Inclusive Education." *Children and Youth Services Review* 158 (March 2024): 107457. https://doi.org/10.1016/j.childyouth.2024.107457.

Aloudah, Nouf M. "Qualitative Research in the Arabic Language. When Should Translations to English Occur? A Literature Review." *Exploratory Research in Clinical and Social Pharmacy* 6 (2022). https://doi.org/10.1016/j.rcsop.2022.100153.

Al-Thanyyan, Suha S., and Aqil M. Azmi. "Simplification of Arabic Text: A Hybrid Approach Integrating Machine Translation and Transformer-Based Lexical Model." *Journal of King Saud University - Computer and Information Sciences* 35, no. 8 (2023). https://doi.org/10.1016/j.jksuci.2023.101662.

Bahou, Younès, Mohamed Hédi Maaloul, and Emna Boughariou. "Towards the Supervised Machine Learning and the Conceptual Segmentation Technique in the Spontaneous Arabic Speech Understanding." *Procedia Computer Science* 117 (2017): 225. https://doi.org/10.1016/j.procs.2017.10.113.

Baroudi, Mazen, Isabel Goicolea, and Anna-Karin Hurtig. "The Good, the Bad, and the Why: How Do Arabic-Speaking Migrant Men Perceive and Experience Information and Services Related to Sexual and Reproductive Health in Sweden?" *Journal of Migration and Health* 7 (2023). https://doi.org/10.1016/j.jmh.2023.100153.

Calafato, Raees, and Fei Tang. "The Status of Arabic, Superdiversity, and Language Learning Motivation among Non-Arab Expats in the Gulf." *Lingua* 219 (2019): 24–38. https://doi.org/10.1016/j.lingua.2018.11.003.

Cissé, Aïcha, and Andrew Rasmussen. "Qualitative Methods." In *Comprehensive Clinical Psychology*. Elsevier, 2022. https://doi.org/10.1016/B978-0-12-818697-8.00216-8.

Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, 2022.

Dagar, Chirag. "Workplace Well-Being: Making a Case for 'Psychological' Diversity and Inclusion." *Development and Learning in Organizations: An International Journal* 38, no. 2 (2024): 20–22. https://doi.org/10.1108/DLO-03-2023-0083.

Dmitrieva, Anna, Antonina Laposhina, and Maria Lebedeva. "A Comparative Study of Educational Texts for Native, Foreign, and Bilingual Young Speakers of Russian: Are Simplified Texts Equally Simple?" *Frontiers in Psychology* 12 (2021). https://doi.org/10.3389/fpsyg.2021.703690.

Dong, Li. "A Complex, Dynamic Systems Theory Perspective on Grit, Grammar Knowledge, and Their Relationship among High-School Students: A Longitudinal Time Series Analysis Study." *Current Psychology* 43, no. 8 (2024). https://doi.org/10.1007/s12144-023-04918-1.

Fitriyah, Tika, Muhammad Afif Amrulloh, and Afif Kholisun Nashoih. "Word Formation in Arabic: A Morphological Analysis of Egyptian-Produced Snacks." *An Nabighoh* 25, no. 2 (2023): 163. https://doi.org/10.32332/an-nabighoh.v25i2.7700.

Gleason, Benjamin, and Stefania Manca. "Curriculum and Instruction: Pedagogical Approaches to Teaching and Learning with Twitter in Higher Education." *On the Horizon* 28, no. 1 (2019): 1–8. https://doi.org/10.1108/OTH-03-2019-0014.

Gonzalez-Dogan, Shyla. "Linguistic Othering and 'Knowledge Deserts': Perspectives on Arabic Use in Linguistically Diverse Islamic Institutions." *Linguistics and Education* 71 (2022). https://doi.org/10.1016/j.linged.2022.101076.

Hady, Rosli, and Ulyan Nasri. "Innovative Learning: Utilizing Card Sort Media to Amplify Arabic Vocabulary Understanding in NW Lenek Junior High School." *Jurnal Ilmiah Profesi Pendidikan* 8, no. 3 (2023). https://doi.org/10.29303/jipp.v8i3.2101.

Hart, Chris. *Doing a Literature Review: Releasing the Research Imagination*. Second edition. London: SAGE Publications Ltd, 2018.

Hung, Shiu-Wan, Min-Jhih Cheng, Chen-En Hou, and Nai-Rong Chen. "Inclusion in Global Virtual Teams: Exploring Non-Spatial Proximity and Knowledge Sharing on Innovation." *Journal of Business Research* 128 (2021): 599. https://doi.org/10.1016/j.jbusres.2020.11.022.

Husnawadi, Husnawadi, and Ulyan Nasri. "Fanatic and Fanaticism from the Perspective of Islamic Law and Islamic Education Perspective." *Jurnal Ilmiah Profesi Pendidikan* 8, no. 3 (2023): 2018. https://doi.org/10.29303/jipp.v8i3.2112.

Im, Jinyoung, Yeasun K. Chung, and Dazhi (Daisy) Qin. "Exploring Diversity, Equity, and Inclusion in Hospitality and Tourism Firms through the Organizational Justice and Stakeholder Theories." *Tourism Management* 95 (2023). https://doi.org/10.1016/j.tourman.2022.104662.

Johnstone, Christopher, and Hayley Niad. "Curriculum and Inclusive Education: Universal Design for Learning as a 'Traveling' Phenomenon." In *International Encyclopedia of Education(Fourth Edition)*, 440–46. Elsevier, 2023. https://doi.org/10.1016/B978-0-12-818630-5.03076-1.

Kaddoura, Sanaa, and Reem Nassar. "EnhancedBERT: A Feature-Rich Ensemble Model for Arabic Word Sense Disambiguation with Statistical Analysis and Optimized Data Collection." *Journal of King Saud University - Computer and Information Sciences* 36, no. 1 (2024). https://doi.org/10.1016/j.jksuci.2023.101911.

Khoirurrijal, Khoirurrijal. "Stakeholders' Perception of Vision, Mission, Objectives, and Its Implications on Curriculum Development." *An Nabighoh* 25, no. 2 (2023): 147. https://doi.org/10.32332/an-nabighoh.v25i2.7485.

Knight, Dawn, Tess Fitzpatrick, Steve Morris, Bethan Tovey-Walsh, Helen Prosser, and Emyr Davies. "Corpus to Curriculum: Developing Word Lists for Adult Learners of Welsh." *Applied Corpus Linguistics* 3, no. 2 (2023). https://doi.org/10.1016/j.acorp.2023.100052.

Kong, Siu-Cheung, and Yi-Qing Wang. "The Impact of School Support for Professional Development on Teachers' Adoption of Student-Centered Pedagogy, Students' Cognitive Learning and Abilities: A Three-Level Analysis." *Computers & Education* 215 (2024). https://doi.org/10.1016/j.compedu.2024.105016.

Kvamme, Ole Andreas. "Curriculum and the United Nations' Sustainable Development Goals." In *International Encyclopedia of Education (Fourth Edition)*, 406. Elsevier, 2023. https://doi.org/10.1016/B978-0-12-818630-5.03071-2.

Lahiri-Roy, Reshmi, and Ben Whitburn. "*Precarious Inclusion* : A Collaborative Account of Casualisation and Teaching Leadership Challenges at the Post-Pandemic University." *Qualitative Research Journal* 23, no. 5 (2023): 501. https://doi.org/10.1108/QRJ-12-2022-0160.

Leung, Enoch, Julia Adams-Whittaker, Kristen Sha, and Tara Flanagan. "Evaluating Canadian Pre-Service Educator Programs in Response to Changing Diversity and Inclusion Needs." *International Journal of Educational Research Open* 6 (2024). https://doi.org/10.1016/j.ijedro.2024.100326.

Lieto, Antonio, Gian Luca Pozzato, Manuel Striani, Stefano Zoia, and Rossana Damiano. "DEGARI 2.0: A Diversity-Seeking, Explainable, and Affective Art Recommender for Social Inclusion." *Cognitive Systems Research* 77 (2023): 1–17. https://doi.org/10.1016/j.cogsys.2022.10.001.

Manan, Abdul, and Ulyan Nasri. "Tantangan Dan Peluang Pendidikan Bahasa Arab: Perspektif Global." *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (2024): 256. https://doi.org/10.29303/jipp.v9i1.2042.

Motawy, Yasmine S., and Susanne K. Abou Ghaida. "Educational Concerns in Arabic Picture Books." In *International Encyclopedia of Education (Fourth Edition)*, 678. Elsevier, 2023. https://doi.org/10.1016/B978-0-12-818630-5.07067-6.

Mukuka, Angel. "Data on Mathematics Teacher Educators' Proficiency and Willingness to Use Technology: A Structural Equation Modelling Analysis." *Data in Brief* 54 (2024). https://doi.org/10.1016/j.dib.2024.110307.

Mullins, Philippa, Tigranuhi Hakobyan, and Mara Harutyunyan. "In Conversation with Normativity: Perceptions and Disruptions of Inclusive Education in Armenia." *Children and Youth Services Review*, 2024. https://doi.org/10.1016/j.childyouth.2024.107540.

Nalbantoğlu, Ümran Y., and Nilay T. Bümen. "Changes in the Curriculum Adaptation Skills of Teachers as a Result of Professional Development Support: A Turkish Case Study." *Teaching and Teacher Education* 137 (2024). https://doi.org/10.1016/j.tate.2023.104386.

Nasri, Ulyan. "Exploring Qualitative Research: A Comprehensive Guide to Case Study Methodology." *Al-Hikmah : Jurnal Studi Islam* 4, no. 3 (2023).

http://ejournal.kopertais4.or.id/sasambo/index.php/alhikmah/article/view/5627.

———. *Philosophy of Education (Lombok: , 2023).* Lombok: CV. Haramain Lombok, 2024.

Nasry, Ulyan, Ulin Nuha, and Yunita Indinabila. "Literature Review and Practical Guide: Bibliographic Research Method in The Formation of Conceptual Framework." *Bimsalabim: Jurnal Ilmiah Ilmu Pendidikan Dan Pembelajaran* 1, no. 1 (2024). https://jurnal.iaihnwlotim.ac.id/index.php/salabim/article/view/1113.

New, Melissa L., Timothy Amass, Anna Neumeier, and Tristan J. Huie. "Massive Hemoptysis Simulation Curriculum Improves Performance." *CHEST* 165, no. 3 (2024): 645. https://doi.org/10.1016/j.chest.2023.10.013.

Nuryani, Nuryani, Nurul Musyafaah, Baiq Tuhfatul Unsi, and Muhammad Afthon Ulin Nuha. "Student Team Achievement Division (STAD) and Cooperative Learning Model in Balaghah Learning." *An Nabighoh* 25, no. 1 (2023): 19. https://doi.org/10.32332/an-nabighoh.v25i1.6446.

Pedlow, K., and C. McFeeters. "Problem Based Learning in Undergraduate Education: A New Era of Curriculum Design." *Physiotherapy* 113 (2021). https://doi.org/10.1016/j.physio.2021.10.148.

Rulyandi, Rulyandi, Hairori Sahrul Hafiz, Abdul Haris, and Ulyan Nasri. "Indonesian Language Education as an Agent of Social Change: Sociological and Religious Approaches." *Scholars International Journal of Linguistics and Literature* 7, no. 03 (2024): 67–72. https://doi.org/10.36348/sijll.2024.v07i03.001.

Rulyandi, Rulyandi, and Ulyan Nasri. "Building Motivation for Learning Indonesian Language: Psychological and Social Strategies." *Jurnal Ilmiah Profesi Pendidikan* 8, no. 3 (2023). https://doi.org/10.29303/jipp.v8i3.2107.

Sahrir, Muhammad Sabri, and Nor Aziah Alias. "A Design and Development Approach to Researching Online Arabic Vocabulary Games Learning in IIUM." *Procedia - Social and Behavioral Sciences* 67 (2012): 360. https://doi.org/10.1016/j.sbspro.2012.11.339.

Saigh, Kholood, and Norbert Schmitt. "Difficulties with Vocabulary Word Form: The Case of Arabic ESL Learners." *System* 40, no. 1 (2012): 24–36. https://doi.org/10.1016/j.system.2012.01.005.

Schlam Salman, Julia, and Irit Haskel-Shaham. "Noticing and Metalinguistic Awareness in the L2 Writing Process: A Translation-Based Writing Task for L1 Arabic Speakers Preparing to Teach Hebrew as a Second Language." *Journal of Second Language Writing* 62 (2023). https://doi.org/10.1016/j.jslw.2023.101065.

Sherif, Sameh M., A.H. Alamoodi, O.S. Albahri, Salem Garfan, A.S. Albahri, Muhammet Deveci, Mohammed Rashad Baker, and Gang Kou. "Lexicon Annotation in Sentiment Analysis for Dialectal Arabic: Systematic Review of

Current Trends and Future Directions." *Information Processing & Management* 60, no. 5 (2023). https://doi.org/10.1016/j.ipm.2023.103449.

Smail, Gareth. "Politicized Pedagogy in Morocco: A Comparative Case of Teachers of English and Arabic." *International Journal of Educational Development* 53 (2017): 151. https://doi.org/10.1016/j.ijedudev.2017.01.007.

Sofa, Faizmailiatus, Yuniarti Amalia Wahdah, R Umi Baroroh, Neli Muna Amalia, and Syifa Nurul Afifah. "Analysis of Assessment of Arabic Receptive and Productive Skills in Arabic Language Book." *An Nabighoh* 25, no. 1 (2023): 1. https://doi.org/10.32332/an-nabighoh.v25i1.5764.

Spante, Maria, Anita Varga, and Linnéa Carlsson. "Triggering Sustainable Professional Agency: Using Change Laboratory to Tackle Unequal Access to Educational Success Collectively." *Journal of Workplace Learning* 34, no. 2 (2022): 162. https://doi.org/10.1108/JWL-02-2021-0019.

Szczepek Reed, Beatrice, Geraldine Bengsch, Fatma F. S. Said, Jayme Scally, and Ian Davies. "Arabic Language Heritage Schools: The Educational Potential of Celebrating Identity and Diversity." In *Advances in Educational Technologies and Instructional Design*, edited by Emilio José Delgado-Algarra and José María Cuenca-López, 148–73. IGI Global, 2020. https://doi.org/10.4018/978-1-7998-1978-3.ch008.

Tachicart, Ridouane, and Karim Bouzoubaa. "Moroccan Arabic Vocabulary Generation Using a Rule-Based Approach." *Journal of King Saud University - Computer and Information Sciences* 34, no. 10 (2022). https://doi.org/10.1016/j.jksuci.2021.02.013.

Taner, Gülden, and Ufuk Ataş. "Addressing Diversity in Language Teacher Education: Perspectives on Practicum." In *Advances in Educational Technologies and Instructional Design*, edited by Karina Becerra-Murillo and Josefina F. Gámez, 54–75. IGI Global, 2023. https://doi.org/10.4018/978-1-6684-3632-5.ch004.

Uzum, Baburhan, Bedrettin Yazan, Samar Zahrawi, Siham Bouamer, and Ervin Malakaj. "A Comparative Analysis of Cultural Representations in Collegiate World Language Textbooks (Arabic, French, and German)." *Linguistics and Education* 61 (2021). https://doi.org/10.1016/j.linged.2020.100901.

Vanpee, Katrien. "Multidialectal Approaches and Social Justice Pedagogy: Toward Linguistically and Culturally Diversified Arabic Curricula for the Collegiate U.S. Arabic Classroom." *Critical Multilingualism Studies* 11, no. 1 (2024). https://cms.arizona.edu/index.php/multilingual/article/view/287.

Zallio, Matteo, and P. John Clarkson. "Designing the Metaverse: A Study on Inclusion, Diversity, Equity, Accessibility and Safety for Digital Immersive Environments." *Telematics and Informatics* 75 (2022). https://doi.org/10.1016/j.tele.2022.101909.