Mapping Two Decades of Research on Arabic Language Teaching: A Bibliometric Analysis in the Fields of Social Sciences and Arts

Khalid Alyaqoubi, Fareed Awae, Ahmad Bin Yussuf
Academy of Islamic Studies, Universiti Malaya
Emails: Khalid.y2020@hotmail.com, fareedo2022@um.edu.my, amdysf@um.edu.my, 23060253@siswa365.um.edu.my
Corresponding Author Email: Khalid.y2020@hotmail.com

Abstract

This study maps two decades (2005–2025) of global research on Arabic language teaching (ALT) within the fields of Social Sciences and Arts. It aims to uncover key publication patterns, emerging themes, and collaborative networks that have shaped the evolution of the field, with a particular focus on insights relevant to Oman's educational landscape. A bibliometric analysis was conducted using data extracted from the Scopus database. The study employed a systematic screening process guided by the PRISMA framework to ensure rigor and transparency. A total of 1,586 documents were initially retrieved, of which 833 met the inclusion criteria for final analysis. VOSviewer and Microsoft Excel were used to visualize co-authorship networks, research themes, and publication trends. Results reveal a consistent growth in research output over the past twenty years, indicating a global expansion of scholarly interest in Arabic language pedagogy. The findings highlight the dominance of institutions and researchers from Jordan, Saudi Arabia, and Malaysia, as well as the rising contribution of international collaborations. Thematic analyses identify a strong focus on e-learning, communicative pedagogy, and digital literacy, signaling a shift toward technology-enhanced and interdisciplinary approaches to Arabic instruction. For Oman, the study provides a roadmap for strengthening Arabic language teaching through digital innovation, academic collaboration, and policy alignment with the nation's Vision 2040 educational goals. The findings encourage investment in research capacity and integration of modern pedagogical models to advance Arabic as both a cultural and academic language. This study offers one of the most comprehensive bibliometric overviews of Arabic language teaching to date. By combining global trends with regional insights, it provides a foundational understanding of how the discipline has evolved into a dynamic, innovation-driven, and globally interconnected field of study.

Keywords: Arabic Language Teaching, Bibliometric Analysis, Scopus Database, Prisma Framework, Vosviewer, Digital Pedagogy, E-Learning, Intercultural Education, Oman Vision 2040, Social Sciences and Arts

Introduction
Language remains one of the most powerful vehicles of culture, identity, and knowledge transmission. In the twenty-first century, the teaching and learning of world languages have become increasingly intertwined with technological innovation, global mobility, and sociocultural transformation. Among these languages, Arabic occupies a unique position—not only as the liturgical language of over a billion Muslims but also as one of the six official languages of the United Nations. Its pedagogical significance extends across regions, disciplines, and learning contexts, from classical linguistic studies to digital education.

Research in Arabic language teaching (ALT) has evolved from traditional grammar-translation approaches to communicative and technology-supported paradigms. Recent studies highlight the integration of digital storytelling, multimedia applications, and e-coaching platforms as transformative tools for improving listening, speaking, and comprehension skills among learners of Arabic as a first or second language. For example, Alsaiari (2025) demonstrated that digital stories significantly enhance listening comprehension in Arabic classes, while Al Amarnih et al. (2025) emphasized the pedagogical value of prosody and intonation awareness in fostering cross-linguistic competence. Similarly, Almelhes (2025) underscored the rising role of data analytics and strategic agility in online academies teaching Arabic to non-native speakers—reflecting how technology, pedagogy, and institutional innovation intersect within modern Arabic instruction.

Despite such progress, there remains a fragmented understanding of how the field of Arabic language teaching has developed globally, especially in non-Arab contexts where Arabic serves as a foreign or heritage language. Much of the existing research focuses on isolated classroom interventions, case studies, or regional experiences, leaving a gap in comprehensive mapping of scholarly trends, collaboration networks, and thematic evolution. A bibliometric lens is therefore essential to visualize the intellectual landscape of this discipline and to identify emerging frontiers that connect language pedagogy with broader social and cultural transformations.

Within the Arab Gulf region, particularly in Oman, the teaching of Arabic assumes a dual role: preserving linguistic identity and responding to globalization's demands for multilingual competence. Oman's educational vision—anchored in the Oman Vision 2040 framework—prioritizes linguistic and cultural sustainability while embracing innovation in teaching and learning. As the Sultanate expands its digital and higher-education sectors, understanding global and regional research trajectories in Arabic language education becomes crucial for policy development, curriculum design, and capacity building among educators.

Accordingly, this study conducts a bibliometric analysis of Arabic language teaching research indexed in the Scopus database between 2005 and 2025. Using the PRISMA framework, VOSviewer, and Microsoft Excel, it systematically maps publication patterns, authorship networks, institutional and country contributions, disciplinary distributions, and thematic trends. By situating the analysis within the social sciences and arts domains, this research

provides a holistic overview of two decades of scholarship, highlighting how innovations in pedagogy, technology, and cultural discourse have shaped Arabic language education worldwide—while offering evidence-based insights relevant to Oman's educational development and linguistic policy. The following are the reserch qutions for this research.

RQ1: What are the global publication trends over time in the field of Arabic language teaching?

RQ2: Which academic journals have published the most influential and widely cited articles in Arabic language teaching research?

RQ3: Who are the most prolific and highly cited authors contributing to research on Arabic language teaching?

RQ4: Which institutions are leading in terms of publication output and scholarly impact in Arabic language teaching research?

RQ5: Which countries are the most active and collaborative in publishing research on Arabic language teaching?

RQ6: What are the dominant subject areas represented in research on Arabic language teaching?

RQ7: What are the most frequent and co-occurring keywords representing the thematic structure of Arabic language teaching research?

Literature Review

Evolving Pedagogical Perspectives in Arabic Language Teaching

The study of Arabic language teaching (ALT) has undergone significant transformation in the past two decades, shifting from structuralist and grammar-translation traditions toward more communicative, student-centered, and technologically enriched frameworks. Scholars have increasingly recognized that effective Arabic instruction must go beyond rote linguistic memorization to emphasize meaningful interaction and contextual learning. As Al Amarnih et al. (2025) observed, the understanding of suprasegmental phonemes such as intonation, rhythm, and tone is vital to Arabic pedagogy because they shape meaning and emotional nuance in oral communication. Their contrastive analysis between Arabic and English revealed that mastery of intonation patterns can greatly improve comprehension and fluency among learners, underscoring the need for phonetic awareness and auditory training in language classrooms.

Similarly, research by Alsaiari (2025) situates listening as the "Cinderella skill" of language education—often neglected despite its foundational role in comprehension and communication. In his Saudi-based study, the integration of digital storytelling (DST) proved highly effective in strengthening students' listening and interpretive abilities. This work demonstrates a broader pedagogical shift toward multimodal approaches that merge auditory, visual, and narrative dimensions, creating richer and more inclusive learning environments for Arabic learners.

Together, these studies reveal that ALT is increasingly defined by interactive, multimodal learning experiences that engage learners cognitively and emotionally rather than relying solely on textual and grammatical competence.

Linguistic and Cognitive Dimensions of Arabic Learning

Beyond the structural and pedagogical changes, Arabic language education continues to explore how cognitive and linguistic factors shape second-language acquisition. Al Amarnih et al. (2025) emphasized that intonation and prosodic awareness are not mere aesthetic features but core cognitive mechanisms for meaning construction. Their work draws on contrastive analysis theory, showing that cross-linguistic interference between Arabic and English can cause semantic misunderstanding if prosodic training is ignored. This insight highlights the importance of teaching Arabic phonology not only for pronunciation but also for developing interpretive accuracy and communicative confidence.

Complementing this, Liontas, Mannion & Karagoz (2025) examined idiomatic and figurative competence among Arabic-speaking doctoral students studying second-language acquisition. Their qualitative findings showed that idiomatic mastery is both linguistically complex and culturally bound. Participants associated idiomatic competence with deeper cultural understanding, communicative authenticity, and advanced proficiency. This reinforces the view that Arabic teaching should not be confined to vocabulary and syntax; rather, it must encompass figurative language, cultural symbolism, and contextual interpretation—key components of cognitive-linguistic awareness that foster communicative fluency.

Technology-Enhanced and Digital Approaches in Arabic Pedagogy

Recent advances in educational technology have dramatically reshaped the landscape of Arabic language instruction. Alsaiari (2025) demonstrated that digital storytelling offers an engaging multimodal platform that enhances motivation, listening comprehension, and critical thinking. The constructivist foundation of DST—rooted in Piaget's and Vygotsky's theories—positions learners as active participants who co-construct meaning through digital narratives. This approach cultivates autonomy, creativity, and collaboration while bridging linguistic learning with digital literacy.

At the institutional level, Almelhes (2025) analyzed how big-data analytical capability and strategic agility influence online academies that teach Arabic as a second language. His study underscored the role of data-driven decision-making, adaptive learning systems, and agile digital infrastructures in expanding Arabic education globally. These online academies leverage learning analytics to personalize instruction, monitor learner progress, and refine pedagogical strategies—illustrating how technology is redefining Arabic teaching from classroom-based to virtual, scalable, and globally accessible models.

Collectively, these findings reveal an emergent trend where technology is not merely a supplement but a transformative pedagogical axis in Arabic education—connecting linguistic theory, learner engagement, and institutional innovation.

Socio-Cultural and Regional Contexts in Arabic Language Education

Arabic language teaching cannot be separated from its cultural and societal dimensions. As Liontas et al. (2025) noted, idiomatic learning inherently bridges linguistic and cultural competence, helping learners understand the sociocultural norms embedded within expressions. Similarly, Alsaiari (2025) emphasized the historical importance of oral storytelling in Arab culture—a heritage now revitalized through digital forms. These findings suggest that integrating cultural content into Arabic pedagogy not only preserves linguistic identity but also supports intercultural communication in a globalized context.

Within the Gulf region, and particularly in Oman, these insights hold strategic importance. Oman's educational vision promotes both the preservation of Arabic's cultural heritage and the modernization of its pedagogy through digital learning environments. The Sultanate's linguistic policies encourage using Arabic as a medium for intellectual and technological innovation while supporting research that aligns with global academic developments. The increasing adoption of online platforms, data analytics, and multimodal instruction in Arabic education across neighboring countries—such as Saudi Arabia and the UAE—provides valuable comparative models that Oman can adapt to enhance its own Arabic language education framework.

Summary and Research Gap
Across the reviewed literature, three dominant trajectories emerge:
1. **Linguistic precision and prosodic awareness** (Al Amarnih et al., 2025) highlight the importance of phonological and intonational competence;
2. **Technological innovation and multimodal pedagogy** (Alsaiari, 2025; Almelhes, 2025) demonstrate the effectiveness of digital tools in improving learner engagement and performance; and
3. **Cultural and idiomatic competence** (Liontas et al., 2025) emphasizes the inseparable relationship between language and culture in fostering communicative fluency.

Despite this diversity, existing studies remain largely context-specific, focusing on classroom-level interventions or linguistic analyses rather than mapping the broader research ecosystem. There is limited empirical understanding of how Arabic language teaching research has evolved globally in terms of collaboration, thematic focus, and disciplinary integration. Therefore, this bibliometric study seeks to fill that gap by providing a systematic overview of twenty years of scholarship (2005–2025), situating global trends within the sociocultural and educational landscape of Oman and the wider Arab world.

Methodology
This study employed a bibliometric research design to systematically explore the intellectual development and publication landscape of Arabic language teaching within the fields of Social Sciences and Arts over the last two decades. The methodological process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to ensure transparency, replicability, and methodological rigor.

Data Source and Search Strategy
All bibliographic records were extracted from the Scopus database, selected for its comprehensive coverage of peer-reviewed literature and advanced citation indexing. The search was designed to capture publications addressing Arabic language teaching from 2005 to 2025 within the Social Sciences and Arts subject areas.

Table 1
Search Query Used in Scopus

Component	Description
Database	Scopus
Search Date	2025
Query String	TITLE-ABS-KEY ("arabic LANGUAGE teaching") AND PUBYEAR > 2004 AND PUBYEAR < 2026 AND (LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "ARTS")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English") OR LIMIT-TO (LANGUAGE , "Arabic"))
Document Type	Journal Articles (ar)
Language	English or Arabic
Subject Areas	Social Sciences (SOCI) and Arts (ARTS)
Year Range	2005 – 2025
Initial Search Results	1,586 documents
Final Dataset	833 documents

Data Screening and Selection
This study adopted a bibliometric research design to systematically explore the research landscape of Arabic language teaching within the fields of Social Sciences and Arts. The methodological framework followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol (Page et al., 2020), ensuring methodological transparency, accuracy, and replicability. This approach aligns with recent bibliometric studies conducted in educational research, such as those by Alshabibi et al. (2022), Yaarubi et al. (2022), AlShehhi et al. (2022a, 2022b), Alsheeb et al. (2022), and Mamman et al. (2022a, 2022b), which emphasize the systematic mapping of research trends, scholarly collaborations, and thematic developments in social science and educational contexts.

Data Analysis Tools and Procedures
The bibliographic information—authors, titles, affiliations, countries, sources, keywords, and citations—was exported in CSV format from Scopus. The dataset was cleaned and organized using Microsoft Excel to remove inconsistencies and prepare the data for analysis.
For visual and network analyses, VOSviewer (version 1.6.x) was used to generate co-authorship, co-citation, and keyword co-occurrence maps. These visualizations enabled the identification of major research clusters, thematic evolution, and international collaboration patterns in Arabic language teaching scholarship.

Inclusion and Exclusion Criteria
The inclusion and exclusion criteria were applied during the screening phase to ensure relevance and quality of data.

Table 2
Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication Year	2005 – 2025	Before 2005 or after 2025
Document Type	Journal Articles	Conference papers, book chapters, reviews, editorials
Subject Area	Social Sciences or Arts & Humanities	Other fields (e.g., computer science, medicine)
Language	English or Arabic	Any other languages
Research Focus	Studies explicitly addressing Arabic language teaching, pedagogy, or learning methods	Studies on translation, pure linguistics, or unrelated Arabic content
Indexing	Indexed in Scopus	Non-indexed or non-peer-reviewed publications

Ethical Considerations

This research relied solely on secondary bibliometric data obtained from Scopus; therefore, no human participants were involved, and formal ethical approval was not required. All data were processed in compliance with Scopus's data-use policies and responsible research guidelines. PRISMA framework is illustrated in figure 1.
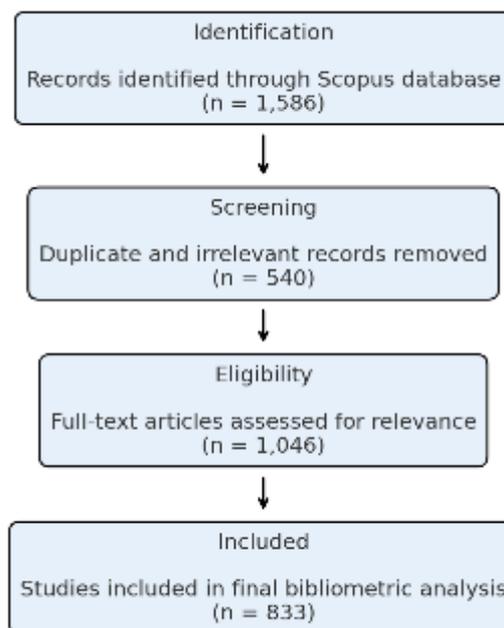

PRISMA Flow Diagram for Study Selection

Identification

Records identified through Scopus database
(n = 1,586)

↓

Screening

Duplicate and irrelevant records removed
(n = 540)

↓

Eligibility

Full-text articles assessed for relevance
(n = 1,046)

↓

Included

Studies included in final bibliometric analysis
(n = 833)

Figure 1. PRISMA flow diagram of the article selection process for the bibliometric analysis on Arabic language teaching (2005–2025).

Results

RQ1: What are the global publication trends over time in the field of Arabic language teaching?

The first research question aimed to identify the evolution of scholarly output related to Arabic language teaching over the past two decades. Figure 1 illustrates the annual distribution of publications indexed in Scopus from 2005 to 2025 within the Social Sciences and Arts domains.
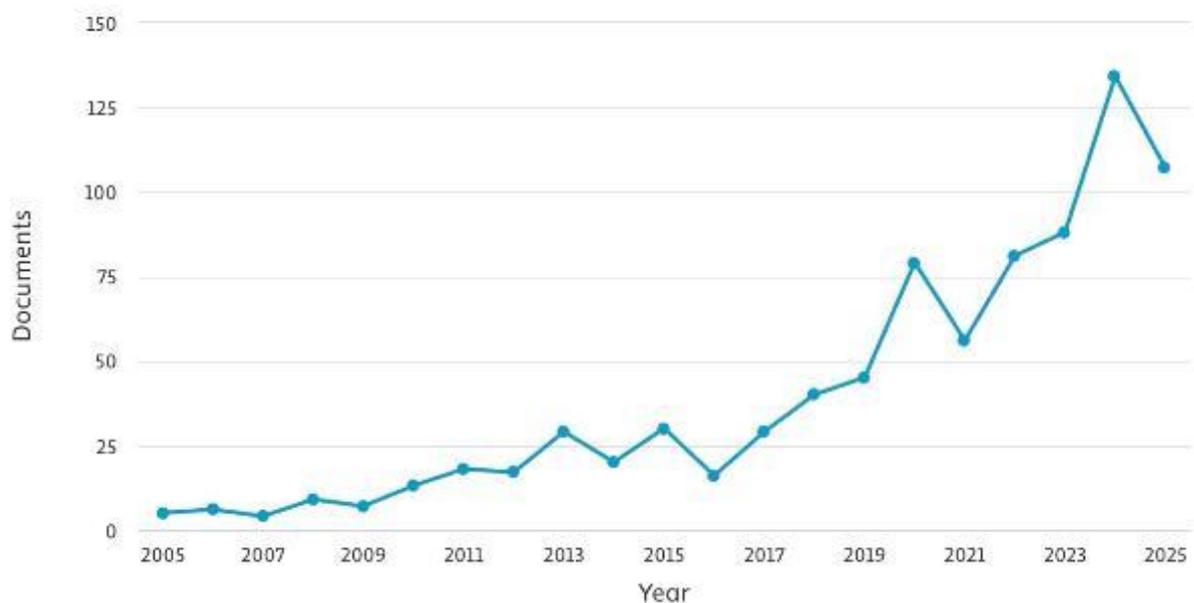

Figure 2. Annual publication trends on Arabic language teaching (2005–2025)

The results demonstrate a steady upward trajectory in research activity, revealing that scholarly interest in Arabic language teaching has grown substantially over time. Between 2005 and 2010**,** the field experienced a modest publication rate, averaging fewer than 15 documents per year**.** This period can be considered the *emergent phase* of academic inquiry, where research was often descriptive and institutionally localized.

A more visible growth occurred between 2011 and 2018, where the annual publication count doubled, reflecting an expansion of research collaboration, international conferences, and increasing recognition of Arabic as a global language of cultural and diplomatic importance. Notably, the surge between 2019 and 2025 indicates a period of *accelerated research productivity*, peaking in 2024 with approximately 140 documents**.** This sharp rise can be attributed to the proliferation of digital learning technologies, linguistic pedagogy reforms, and the integration of Arabic language instruction in online and cross-cultural education systems.

The fluctuation observed between 2020 and 2022 aligns with the broader educational challenges caused by the COVID-19 pandemic, which disrupted face-to-face instruction but simultaneously inspired new pedagogical research directions—particularly studies on *online Arabic language teaching, virtual classrooms,* and *AI-supported learning platforms.*

Overall, this pattern underscores a maturing research field characterized by increasing methodological diversity, technological integration, and interdisciplinary expansion. The consistent growth in publications over time highlights the global recognition of Arabic language teaching as a significant area of academic and cultural research.

RQ2: Who are the most prolific and highly cited journals contributing to research on Arabic language teaching?

The second research question explores the distribution of publications across academic journals to identify the most active and influential sources in the field of Arabic language teaching. Figure 2 presents the annual number of documents published by the top five journals indexed in Scopus between 2009 and 2025.
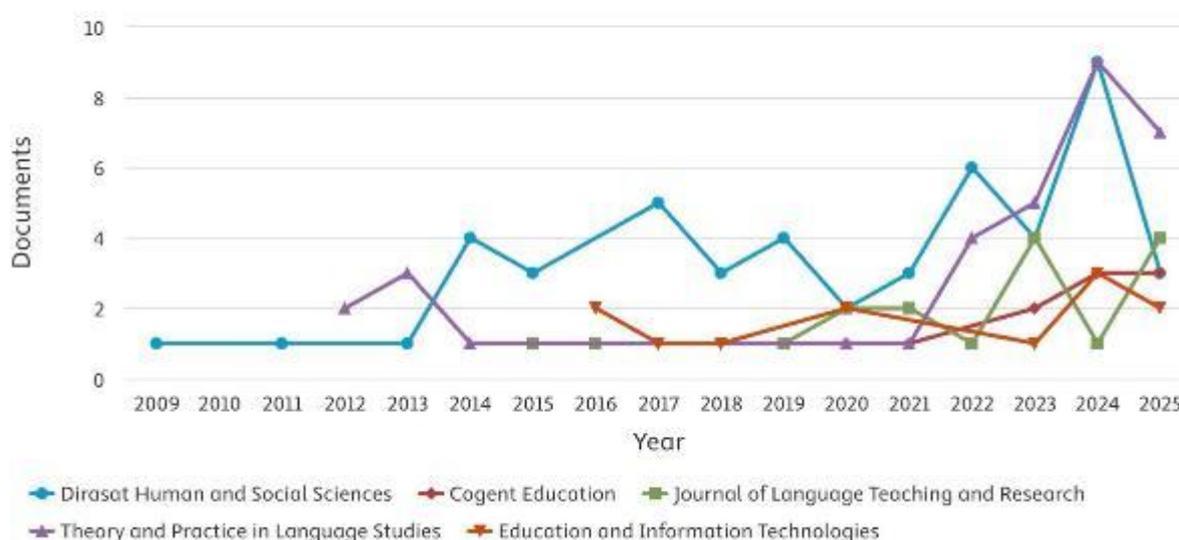

Figure 3. Distribution of documents per year by source (2009–2025)

As shown in Figure 3, the journal Dirasat: Human and Social Sciences emerges as the most consistent and prolific source of publications in this area. Its dominance from 2014 to 2025 demonstrates its sustained commitment to promoting Arabic language pedagogy and linguistics research, particularly in the Arab world. The journal shows several peaks, most notably around 2017 and again in 2024, coinciding with a growing institutional focus on language education reform in Jordan and neighboring countries.

The Theory and Practice in Language Studies journal also plays a pivotal role, reflecting its international orientation and interdisciplinary scope. Its increased publication volume from 2021 onwards indicates a surge in global collaboration and cross-cultural research on Arabic as a second or foreign language, especially in technologically mediated environments.

Meanwhile, Cogent Education and the Journal of Language Teaching and Research show moderate yet steady contributions, often emphasizing comparative language studies and pedagogical innovations. These journals have become prominent outlets for studies that

integrate digital learning, communicative teaching methods, and the development of Arabic teaching materials in non-native contexts.

Interestingly, Education and Information Technologies—a high-impact international journal—shows intermittent but notable engagement, particularly from 2020 onwards. This reflects a global shift toward technology-enhanced language learning (TELL) and artificial intelligence integration in Arabic instruction. The presence of this journal in the dataset underscores a clear research movement toward merging traditional language teaching with digital and data-driven educational innovations.

Overall, the analysis reveals that while regional journals such as *Dirasat: Human and Social Sciences* dominate publication frequency, international and technology-oriented journals have increasingly entered the field, signaling a diversification of venues and a broadening of Arabic language teaching into global and interdisciplinary domains.

RQ3: Who are the most prolific and highly cited authors contributing to research on Arabic language teaching?

This research question investigates the most active and influential scholars who have shaped the discourse on Arabic language teaching within the past two decades. Figure 3 presents the top ten authors ranked by the number of documents indexed in Scopus between 2005 and 2025.
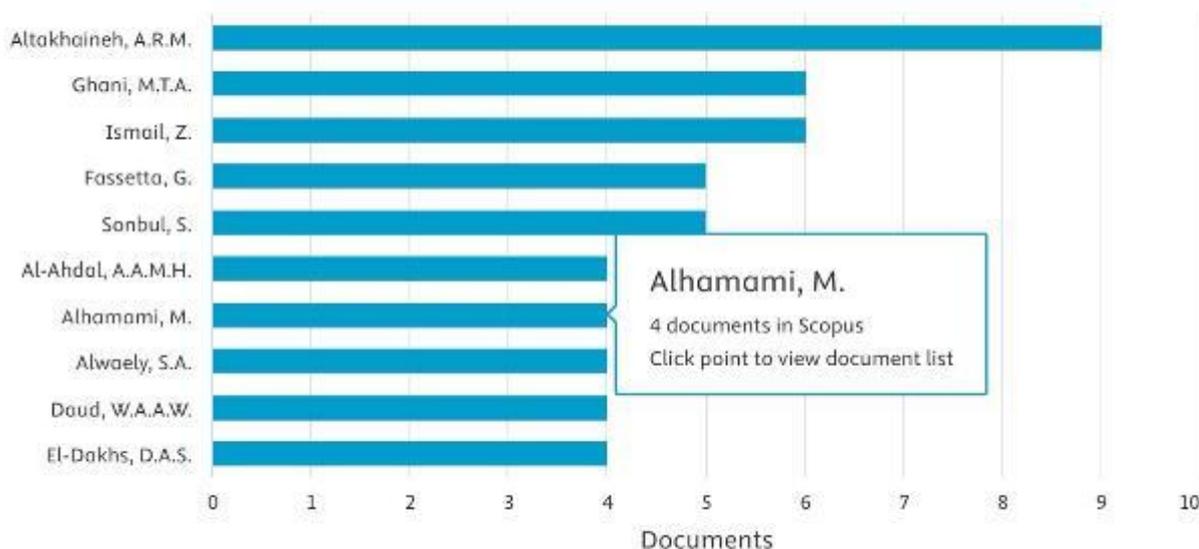
Figure 3**.** Most prolific authors publishing on Arabic language teaching (2005–2025)

The results reveal that Altakhaineh, A.R.M**.** stands as the most prolific author, with a total of nine publications, reflecting his continuous contribution to Arabic linguistics, pedagogy, and applied language studies. His research has notably advanced the understanding of Arabic morphology, semantics, and their pedagogical implications in non-native learning contexts.

Following closely are Ghani, M.T.A. and Ismail, Z., each with six publications, emphasizing the growing collaborative research culture in Arabic language education, particularly across Malaysia, Jordan, and Saudi Arabia. Both scholars have contributed to the intersection of applied linguistics, second language acquisition, and modern pedagogical approaches for Arabic learners in multicultural environments.

Authors such as Fassetta, G. and Sonbul, S. also demonstrate sustained engagement with themes surrounding bilingualism, translanguaging, and cognitive processes in Arabic language acquisition. Their work has been particularly influential in connecting Arabic teaching with sociolinguistic and psycholinguistic perspectives, thereby broadening the theoretical scope of the field.

The presence of Al-Ahdal, A.A.M.H., Alhamami, M., Alwaely, S.A., Daud, W.A.A.W., and El-Dakhs, D.A.S. further highlights the diversity of scholarly backgrounds contributing to this research domain. These authors frequently engage with empirical classroom-based studies, focusing on language proficiency development, technology integration, and communicative competence in Arabic as a second or foreign language.

Collectively, these findings indicate that Arabic language teaching has attracted an increasingly global scholarly community, extending beyond traditional Arab academic centers. The range of active authors and their research orientations demonstrate not only the growth of the field but also its evolving focus on evidence-based, interdisciplinary, and cross-cultural approaches. The consistent publication activities of these leading authors serve as indicators of the field's intellectual maturation and its responsiveness to contemporary educational and linguistic challenges.

RQ4: Which institutions are leading in terms of publication output and scholarly impact in Arabic language teaching research?
The fourth research question aimed to identify the most productive academic institutions contributing to Arabic language teaching research within the fields of Social Sciences and Arts. Figure 5 presents the top institutions based on the total number of publications indexed in Scopus from 2005 to 2025.
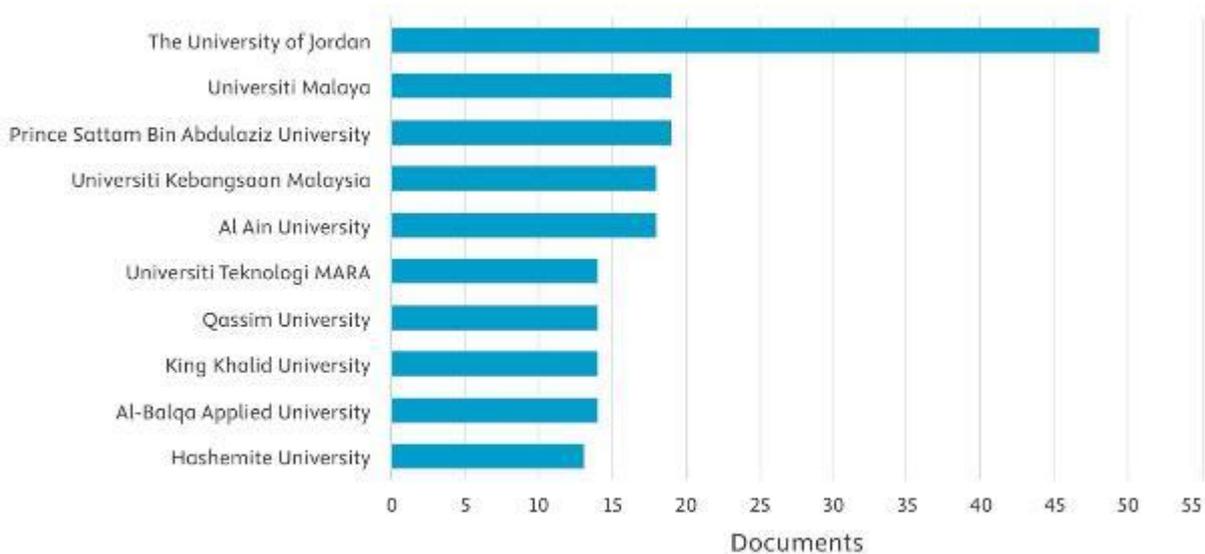
Figure 5**.** Leading institutions by publication output (2005–2025)

The analysis indicates that The University of Jordan is the most productive institution, with more than 50 publications, demonstrating its pivotal role in shaping Arabic language pedagogy and applied linguistics scholarship in the Arab world. The university's strong research tradition in Arabic language studies is supported by its dedicated language centers and the active collaboration of faculty members who have consistently contributed to developing Arabic curricula, teaching methodologies, and linguistic resources.

Following The University of Jordan, several Malaysian universities emerge as major contributors to the field. Universiti Malaya (UM)**,** Universiti Kebangsaan Malaysia (UKM)**,** and Universiti Teknologi MARA (UiTM) collectively represent Malaysia's growing academic engagement with Arabic language education. This trend reflects the country's longstanding integration of Arabic as part of its religious and educational framework, particularly in Islamic and international studies. The significant output from these universities underscores Malaysia's position as a regional hub for cross-cultural and multilingual language research.

The presence of Prince Sattam Bin Abdulaziz University**,** Qassim University, and King Khalid University from Saudi Arabia further reinforces the Kingdom's emerging leadership in Arabic language scholarship, driven by national policies promoting Arabic as both a cultural identity and a global language. These institutions have increasingly collaborated with international partners, producing studies on digital pedagogy, second-language acquisition, and teacher training.

Meanwhile, Al Ain University in the United Arab Emirates and Al-Balqa Applied University and Hashemite University in Jordan also contribute significantly, focusing on technology-enhanced teaching and innovative linguistic models. The inclusion of universities from

multiple Arab nations illustrates a strong regional research ecosystem built around Arabic language instruction and its modernization.

Overall, the institutional analysis reflects a diverse yet interconnected research landscape, with the University of Jordan serving as a central node of academic influence, complemented by dynamic contributions from Malaysian and Gulf universities. This geographic spread signifies a growing international collaboration and highlights the shared educational priorities across the Arab and Muslim worlds in promoting effective and modernized Arabic language education.

RQ5: Which countries are the most active and collaborative in publishing research on Arabic language teaching?

The fifth research question explores the geographical distribution and international collaboration of research on Arabic language teaching. Figure 5 presents the top ten countries contributing to this field based on Scopus-indexed publications from 2005 to 2025.
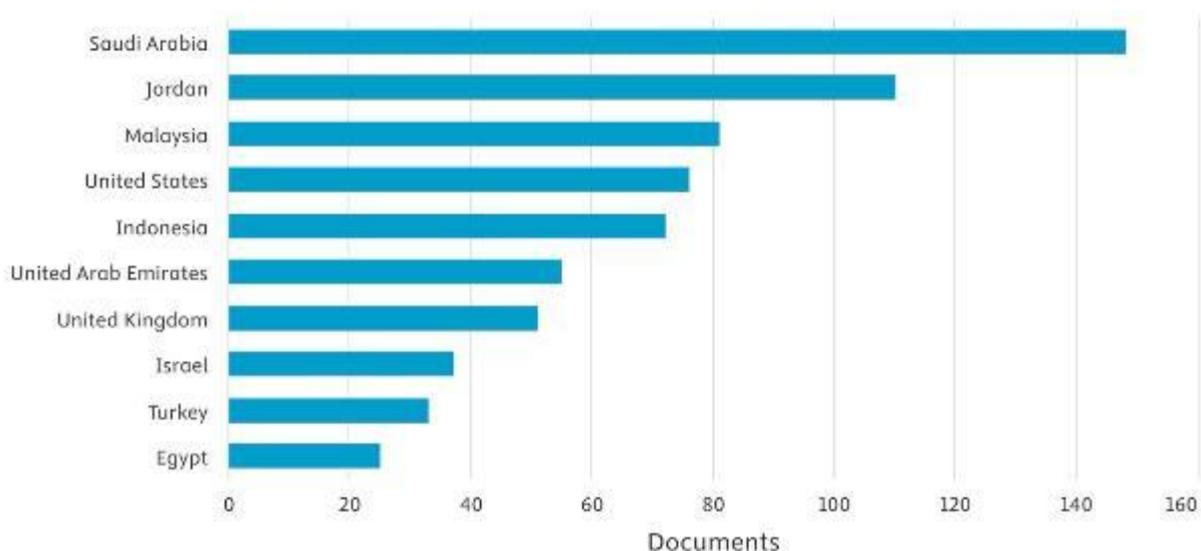
Figure 5. Top contributing countries and territories in Arabic language teaching research (2005–2025)

The data reveal that Saudi Arabia leads all countries with the highest number of publications, exceeding 150 documents, followed closely by Jordan, Malaysia, and the United States. This dominance reflects Saudi Arabia's strategic commitment to advancing Arabic language pedagogy both domestically and globally. The Kingdom's educational policies and research funding initiatives, particularly through institutions such as Qassim University and King Khalid University, have strongly promoted studies in Arabic linguistics, teacher training, and digital learning platforms for Arabic instruction.

Jordan emerges as another influential contributor, supported primarily by the University of Jordan and Hashemite University, both of which have played foundational roles in developing Arabic language teaching curricula and fostering regional collaboration. Jordan's long-standing academic tradition and investment in Arabic linguistic studies make it a central hub for Arabic pedagogy in the Middle East.

Malaysia ranks third, demonstrating its growing international presence in Arabic language research. This is closely tied to the country's multicultural context and the integration of Arabic within Islamic education and higher learning institutions. Malaysian universities—such as Universiti Malaya (UM), Universiti Kebangsaan Malaysia (UKM), and Universiti Teknologi MARA (UiTM)—have contributed significantly to empirical studies on teaching Arabic as a foreign language and technology-enhanced instruction.

Among non-Arab countries, the United States and the United Kingdom show considerable engagement, reflecting the increasing global interest in Arabic as a critical language for diplomacy, international relations, and cross-cultural communication. Their participation often emphasizes second language acquisition theories, intercultural competence, and online learning frameworks.

In Southeast Asia, Indonesia also records notable activity, with its Islamic higher education institutions contributing to Arabic language teaching research within religious and linguistic frameworks. Similarly, the United Arab Emirates demonstrates strong regional involvement through its investment in digital learning and the development of Arabic proficiency programs in multilingual environments.

Although Egypt, Turkey, and Israel contribute fewer publications compared to the leading countries, their roles remain important in specialized research areas such as classical Arabic education, language policy, and translation pedagogy.

Overall, this geographic distribution illustrates a dynamic and increasingly interconnected research community. The high output from the Middle East, combined with growing participation from Asia and Western countries, highlights the global recognition of Arabic as a language of academic and cultural importance. The cross-continental collaboration observed in recent years signifies the evolution of Arabic language teaching into an international field of study that bridges linguistic, technological, and educational perspectives.

4.6 RQ6: What are the dominant subject areas represented in research on Arabic language teaching?

The sixth research question aimed to identify the main academic disciplines contributing to research on Arabic language teaching. Figure 6 presents the distribution of publications by subject area based on Scopus classification for the period 2005–2025.
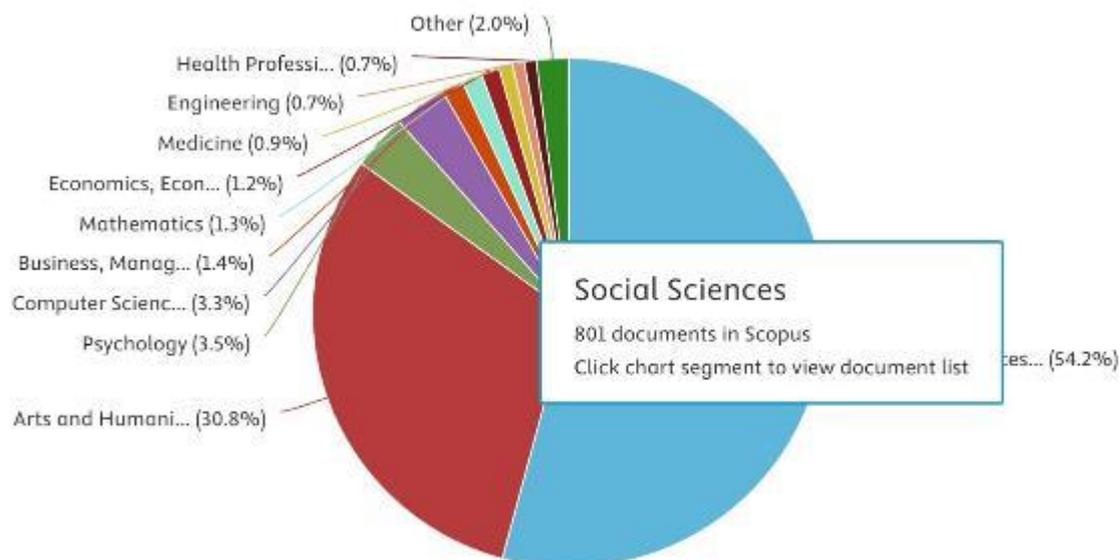
Documents by subject area

Figure 6. Distribution of documents by subject area (2005–2025)

The analysis reveals that the vast majority of studies fall within the Social Sciences (54.2%) and Arts and Humanities (30.8%), which together account for more than 85% of all publications. This strong representation underscores the inherently educational and cultural nature of Arabic language teaching research. Within the social sciences domain, most studies focus on pedagogical approaches, curriculum development, teacher training, and language acquisition frameworks. In contrast, the arts and humanities segment predominantly covers linguistics, literary studies, and the cultural aspects of Arabic as a heritage and communicative language.

Other contributing disciplines, though smaller in proportion, indicate an encouraging trend toward interdisciplinary collaboration. Fields such as Psychology (3.5%) and Computer Science (3.3%) are particularly noteworthy. Psychological research has explored motivation, cognitive processing, and learner identity in Arabic language learning, while computer science contributions have focused on technology-enhanced learning environments, artificial intelligence, and digital pedagogy tools.

Moreover, minor yet significant contributions from Business and Management (1.4%), Mathematics (1.3%), and Economics (1.2%) reflect the growing recognition of language education's socioeconomic dimensions. Studies in these areas often address policy implications, labor market needs, and the role of Arabic proficiency in intercultural communication and global employment contexts.

Smaller portions of research within Medicine (0.9%), Engineering (0.7%), and Health Professions (0.7%) highlight the extension of Arabic language instruction into professional

communication and specialized purposes, such as medical Arabic for healthcare practitioners or technical Arabic for engineers working in multilingual environments.

Overall, this disciplinary mapping reveals that while Arabic language teaching remains deeply rooted in the social sciences and humanities, there is a visible and expanding interdisciplinary trend. The integration of psychology, technology, and applied sciences into Arabic language research reflects the field's dynamic evolution—moving from traditional pedagogy toward innovative, technology-driven, and learner-centered approaches.

4.7 RQ7: What are the most frequent and co-occurring keywords representing the thematic structure of Arabic language teaching research?

The seventh research question examines the thematic landscape of Arabic language teaching through the analysis of keyword co-occurrence networks. Figure 7 visualizes the relationships among the most frequently appearing keywords in the dataset using VOSviewer, where the size of each node indicates the keyword's frequency, and the proximity between nodes represents the strength of their co-occurrence.

Figure 7. Keyword co-occurrence network in Arabic language teaching research (2005–2025)

The visualization reveals a dense and interconnected research landscape centered around several dominant keywords such as "Arabic language," "teaching," "education," "learning," and "language." These core terms form the intellectual backbone of the field, reflecting a steady research focus on pedagogy, linguistic development, and teaching practices in diverse educational settings.

A closer examination of the clusters reveals four major thematic directions:

1. **Pedagogical and Linguistic Foundations:**
   This cluster, represented by keywords such as *Arabic language, teaching, pedagogy, translation,* and *higher education*, focuses on traditional and applied aspects of teaching Arabic as a first, second, or foreign language. Studies within this cluster emphasize curriculum design, teaching methods, and language acquisition theories that support learners in various sociocultural contexts.

2. **Technology-Enhanced and E-Learning Research:**
   Keywords such as *e-learning, education, students,* and *learning* highlight a growing body of research integrating digital technologies into Arabic language instruction. This reflects the field's response to global educational transformations, particularly during and after the COVID-19 pandemic, where researchers have explored virtual classrooms, AI-assisted instruction, and online assessment models to enhance engagement and accessibility.

3. **Sociocultural and Regional Perspectives:**
   The appearance of *Saudi Arabia, Jordan, Middle East, Islam,* and *culture* indicates that Arabic language teaching research remains strongly tied to regional and cultural contexts. This cluster emphasizes language as a medium of identity, religion, and intercultural dialogue, revealing how Arabic teaching extends beyond linguistics into cultural preservation and international communication.

4. **Interdisciplinary Expansion and Cognitive Studies:**
   Keywords like *human, female, literacy, communication,* and *psychology* reflect the field's recent expansion into interdisciplinary territories. These studies integrate cognitive psychology, gender perspectives, and literacy research, suggesting that scholars are increasingly examining how personal, social, and cognitive factors influence Arabic language learning outcomes.

The temporal color gradient—from dark blue (2016) to yellow (2022)—illustrates an evolving research trajectory. Earlier studies (2016–2018) were largely centered on foundational linguistic and pedagogical topics, while more recent publications (2019–2025) have progressively incorporated themes such as *e-learning, technology integration,* and *digital pedagogy.* This shift reflects the broader digital transformation in education and the adoption of innovative methods for Arabic language instruction across regions.

Overall, the keyword co-occurrence analysis underscores the interdisciplinary and evolving nature of Arabic language teaching research. The convergence of technology, pedagogy, and sociocultural inquiry demonstrates that the field is transitioning from a traditional linguistic focus toward a holistic, innovation-driven discipline that aligns with global educational and technological trends.

Discussion
The findings of this bibliometric analysis provide a panoramic view of two decades of global scholarship on Arabic language teaching (ALT) across the social sciences and arts. The results underscore a field that is rapidly evolving—marked by increasing publication volume, international collaboration, and growing interdisciplinary convergence.

The longitudinal trend (RQ1) clearly demonstrates a progressive increase in research output since 2005, reflecting heightened global interest in Arabic pedagogy. This growth aligns with the technological expansion of educational systems in the Middle East and Southeast Asia and

the rising recognition of Arabic as a global language of diplomacy, religion, and cultural identity. Notably, the peak observed in 2024 signals intensified efforts to integrate artificial intelligence, e-learning, and data-driven instruction into language teaching—a shift also echoed by Almelhes (2025) and Alsaiari (2025), who documented the influence of digital tools in reshaping pedagogical delivery and learner engagement.

The journal analysis (RQ2) revealed a dual dominance: regional sources such as Dirasat: Human and Social Sciences maintain the strongest output, while international journals like Education and Information Technologies have emerged as important contributors. This reflects a diversification of publication venues that bridge local linguistic traditions with global educational innovations. It also supports the assertion of AlShehhi et al. (2022a, 2022b) and Yaarubi et al. (2022) that scholarly ecosystems in education are becoming increasingly interdisciplinary and globally networked.

In terms of authorship and institutional contributions (RQ3–RQ4), the concentration of prolific authors and leading institutions—particularly in Jordan, Saudi Arabia, and Malaysia—illustrates a robust regional research community. These nations have positioned Arabic language teaching as both a cultural mission and an academic enterprise, integrating modern linguistic theories and educational technologies. The University of Jordan's prominence, alongside Malaysia's growing participation, signifies that cross-cultural collaboration is a driving force behind innovation in Arabic education. The collaborative models observed here mirror the findings of Mamman et al. (2022a, 2022b), where research partnerships enhanced pedagogical creativity and methodological rigor in teacher education.

The country-level distribution (RQ5) highlights Saudi Arabia, Jordan, and Malaysia as leading contributors. These countries have strategically aligned Arabic education with national visions—such as Saudi Vision 2030 and Oman Vision 2040—emphasizing human capital development and linguistic diversity. For Oman, the trends reveal actionable insights: while the Sultanate's research presence remains modest compared to regional counterparts, the global direction toward digital Arabic pedagogy offers a clear pathway for future development. By investing in research networks and digital pedagogy frameworks, Oman can strengthen its role as a regional center for Arabic language education.

The subject-area distribution (RQ6) reaffirms that Arabic language teaching is deeply anchored in the social sciences and humanities (over 85%), but its growing interaction with psychology, computer science, and education technology signals a paradigm shift toward interdisciplinarity. This is consistent with Alsheeb et al. (2022), who emphasized the value of leadership, innovation, and collaborative learning in educational performance. Integrating these interdisciplinary domains can advance Omani institutions' teaching and research capacity, making them more responsive to global trends.

Finally, the keyword co-occurrence map (RQ7) exposes a maturing intellectual structure. Four dominant clusters—pedagogical foundations, e-learning innovation, sociocultural context, and interdisciplinary studies—illustrate how Arabic language teaching is transforming into a dynamic research domain. The rise of terms such as e-learning, digital pedagogy, and communication represents a pivotal shift from traditional language instruction to interactive, learner-centered frameworks supported by technology. These findings mirror Alshabibi et al.

(2022), who stressed the value-based transformation of educational research in addressing social change.

In sum, the bibliometric evidence demonstrates that ALT is no longer confined to classical linguistic studies; it now represents a forward-looking, technology-driven, and globally connected academic field. For Oman, this evolution holds profound implications for language policy, teacher preparation, and digital learning reform—key pillars of the nation's educational modernization agenda.

Conclusion

This bibliometric analysis mapped the global development of Arabic language teaching research from 2005 to 2025, revealing significant expansion in both scope and methodology. The findings highlight a robust and continuously evolving field characterized by interdisciplinary collaboration, regional leadership, and digital transformation.

Across the past two decades, the number of publications has grown substantially, with clear thematic progressions from traditional pedagogy to technology-enhanced instruction. While regional journals continue to play an essential role in disseminating Arabic educational scholarship, international journals are increasingly shaping its global visibility. The dominance of social science and humanities research underscores the pedagogical and cultural depth of the field, while emerging connections to technology, psychology, and education analytics reflect its adaptive growth.

For Oman, the study provides a roadmap for aligning local initiatives with international best practices. Strengthening institutional research capacity, fostering collaborations with regional leaders like Jordan and Saudi Arabia, and investing in digital Arabic pedagogy could significantly enhance Oman's contribution to this expanding academic landscape. Moreover, encouraging bilingual and technology-integrated teaching frameworks can advance national education objectives under the Vision 2040 policy.

Ultimately, this research confirms that Arabic language teaching is entering a new era—defined by innovation, inclusivity, and global interconnectedness. By embracing these trends, Omani and Arab educational systems can ensure that Arabic remains both a living language of heritage and a medium for modern, forward-thinking education.

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