

Instructional Processes in Teaching Arabic to Non-Native Speakers: A Quality Management Analysis

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ABSTRACT

The way Arabic is taught to Non-Native Speakers (ANS) is changing dramatically, with the traditional grammar-translation approach being replaced by systematic, quality-controlled approaches. In this paper, Applied Linguistics and Total Quality Management (TQM) are used to look at the processes of ANS instruction. It combines the latest theories on the Second Language Acquisition (SLA) with the European Foundation for Quality Management (EFQM) Excellence Model and the ISO 21001 educational quality model, to create a common framework for the efficiency of programs and students' success. The analysis considers the possibilities of the integration of active and experiential approach, functional applied syntax, and multi-modal assessment systems into standardized quality-controlled settings. It explains how digital literacy and meso-level learning analytics contribute to the Plan-Do-Check-Act (PDCA) cycle to help in real-time monitoring and adaptive teaching. This study connects some of the most important teaching methods to quality management practices like feedback from stakeholders, process mapping, Key Performance Indicator (KPI) monitoring and creates a scalable model for institutional accountability. This framework allows curriculum developers, academic leaders, and language program administrators to have a roadmap for teaching Arabic in a globalized society based on evidence and an action plan.

Keywords: Arabic for non-native speakers, instructional processes, quality management, TQM, digital literacy, curriculum design, PDCA cycle.

INTRODUCTION

The need for proficiency in the Arabic language has grown immensely and rapidly in the world due to political, economic, academic and religious reasons (Nasirudeen, 2024; Nurani, 2022). The challenge of teaching Arabic to non-native speakers (ANS) is a multifaceted and complex task that has distinctive challenges in language, society, and institution (Nasirudeen, 2024; Hegazy Aly et al., 2025).

On the linguistic level, it is important to note that Arabic is a diglossic language and that learners must deal with the structural differences between MSA (modern standard Arabic) or Fuṣḥā (litteral Arabic), regional spoken dialects (Āmmiyya), and classical liturgical registers (Nasirudeen, 2024; Hegazy Aly et al., 2025; Nasirudeen & Hamdi, 2026a). On a sociocultural perspective, the language is very much linked to historical, cultural and religious traditions which necessitate the use of pedagogical approach that extends beyond mere learning of vocabulary to establish a holistic intercultural communicative competence (ICC) (Nasirudeen, 2024; Nurani, 2022; Nasirudeen & Hamdi, 2026a).

Past ANS programs have adopted ad hoc, traditional and grammar-translation approach which do not address the communicative needs of contemporary learners (Nasirudeen, 2024; Hegazy Aly et al., 2025; Nasirudeen & Lawal, 2025). To address the above challenges, it is important for language departments to change their instructional approaches and move towards systematic, data-driven ones, which are governed by the philosophies

of Quality Management (QM) and Total Quality Management (TQM) (Nasirudeen & Alawi Ishaq, 2025; Nasirudeen & Ishaq, 2025; Dawood, 2022). Implementing QM in language teaching is not just about complying with the requirements of the authorities; it is a tool that helps transform the teaching and learning process by continually monitoring, assessing and improving them so that they match the expectations of all the parties involved in the process, including students, teachers, and employers (Nasirudeen, 2024; Gkolia & Belias, 2024; Rose, 2009; Nasirudeen & Ishaq, 2025).

This study traces contemporary second language acquisition theories and quality standards from the industrial and educational worlds and then designates a meaningful conceptual framework from this perspective, particularly in the context of Arabic language instruction (Nasirudeen, 2024; Nasirudeen & Alawi Ishaq, 2025; Hegazy Aly et al., 2026; Rose, 2009).

In order to lead this structural and pedagogical change, the following are the key objectives, which this research focuses on:

- Examining how Total Quality Management (TQM) frameworks and international quality standards can be systematically mapped onto instructional processes within ANS programs (Nasirudeen & Alawi Ishaq, 2025; Nurani, 2022; Nasirudeen & Ishaq, 2025).
- Analyzing the integration of Second Language Acquisition (SLA) theories and the Common European Framework of Reference for Languages (CEFR) into Arabic pedagogical and assessment models (Nasirudeen, 2024; Hegazy Aly et al., 2025; Canale & Swain, 1980; Krashen, 1982).
- Exploring the role of digital literacy, Learning Management Systems (LMS), and learning analytics as enablers of the continuous improvement cycle in Arabic language instruction (Nasirudeen, 2024; Nasirudeen & Lawal, 2025; Siemens & Long, 2011; Nasirudeen & Chtaibi, 2026).
- Investigating systemic bottlenecks in teacher professional development (TPD) within language departments and outlining mechanisms to align teacher training with institutional quality metrics (Nasirudeen, 2024; Nasirudeen & Alawi Ishaq, 2025; Richards & Farrell, 2005).

To operationalize these objectives, the study addresses the following key research questions:

1. How can institutional quality management practices—specifically stakeholder feedback, process mapping, and KPI monitoring—be structurally aligned with communicative, task-based, and applied-syntax Arabic instruction (Nasirudeen, 2024; Rose, 2009; Nasirudeen & Ishaq, 2025; Röhl et al., 2025)?
2. In what ways do the unique linguistic complexities of Arabic, such as diglossia and complex morphology, impact the application of standardized proficiency frameworks like the CEFR (Nasirudeen, 2024; Hegazy Aly et al., 2025; Nasirudeen & Hamdi, 2026a; Nasirudeen & Chtaibi, 2024)?
3. How can learning analytics and digital platform integration be leveraged at the school level (meso-level) to support real-time monitoring and adaptive teaching within the Plan-Do-Check-Act (PDCA) cycle (Nasirudeen, 2024; Bergman & Klefsjö, 2010; Deming, 1986)?
4. What are the primary organizational and pedagogical barriers to implementing TQM-aligned teacher professional development in Arabic programs, and how can they be mitigated (Nasirudeen, 2024; Richards & Farrell, 2005; Röhl et al., 2025)?

CONCEPTUAL FRAMEWORK

This study's conceptual basis is built from the synergistic integration of quality principles in industrial processes, educational management standards, and modern applied linguistics (Nasirudeen, 2024; Nasirudeen & Alawi Ishaq, 2025; Hegazy Aly et al., 2026; Dawood, 2022). Administrative and pedagogical activities are not treated as separate entities, but rather quality is seen as the result of continuous, well-monitored and evidence-based instructional designs (Nasirudeen, 2024; Gkolia & Belias, 2024; Röhl et al., 2025).

Core Quality Management Pillars in Education

The use of TQM in an educational context, requires a shift from the traditional quality control perspective that looks back at the outcomes of all processes to a prospective quality assurance perspective that oversees the

process of all outcomes (Deming, 1986; Nasirudeen & Ishaq, 2025). This integration is based on four key pillars:

1. **Stakeholder Focus:** Considering students, parents, educational institutions, and employers as “customers” of the language course, whose new language and professional needs dictate the course content (Nasirudeen, 2024; Gkolia & Belias, 2024; Röhl et al., 2025).
2. **Process Orientation:** Optimizing every step in the course delivery process (Needs analysis, Syllabus design, Lesson planning, and multi-modal assessment) as a connected process (Nasirudeen, 2024; Nasirudeen & Ishaq, 2025; Röhl et al., 2025).
3. **Data Driven Decisions:** Making objective and systematic changes in teaching methodology based on student learning data, formative assessments, and feedback from surveys (Nasirudeen & Ishaq, 2025; Nurani, 2022; Nasirudeen, 2024).
4. **Continuous Staff Development:** To equip instructors with high-level language proficiency and the pedagogical skills needed to adopt communicative pedagogies, in a digital-mediated approach (Nasirudeen, 2024; Nasirudeen & Alawi Ishaq, 2025; Richards & Farrell, 2005).

To contrast this approach with historical paradigms, Table 1 delineates the structural differences between traditional quality control and a comprehensive TQM framework in language program administration.

Dimension	Traditional Quality Control	Total Quality Management (TQM)
Operational Focus	Retrospective inspection of student failure or program dropouts (Dawood, 2022; Deming, 1986).	Prospective, process-oriented prevention of learning gaps (Nurani, 2022; Dawood, 2022).
Organizational Culture	Top-down compliance, command, control, and compliance-driven evaluation (Dawood, 2022).	Collaborative, supportive, and reflective professional learning communities (Dawood, 2022; Richards & Farrell, 2005).
Data Utilization	Limited to high-stakes terminal grades and summative exams (Dawood, 2022; Bachman & Palmer, 1996).	Continuous, multi-modal diagnostic, formative, and learning analytics (Nasirudeen, 2024; Deming, 1986; Siemens & Long, 2011).
Role of the Student	Passive recipient of standardized instructional inputs (Nasirudeen, 2024; Gkolia & Belias, 2024).	Active stakeholder with personalized learning needs and agency (Dawood, 2022; Gkolia & Belias, 2024; Röhl et al., 2025).
Role of the Teacher	Isolated practitioner executing a rigid, predetermined syllabus (Hegazy Aly et al., 2026; CELPAD Arabic Division, 2025).	Reflective practitioner engaged in continuous collaborative research (Rose, 2009; Nasirudeen & Ishaq, 2025; Richards & Farrell, 2005).
Technology Integration	Static repository of files and administrative record-keeping (Nasirudeen & Lawal, 2025; Nasirudeen & Chtaibi, 2026).	Interactive, adaptive learning pathways monitored via learning analytics (Nasirudeen, 2024; Siemens & Long, 2011; Learning Record Store Architecture Group, 2025).

This process-centred vision is complemented by the Invitational Theory of Purkey (Nasirudeen & Alawi Ishaq, 2025) which suggests that the quality of the learning environment needs to consider five major domains: cognitive, social, emotional, physical and spiritual.

Likewise, the "Soft S's" (Shared Values, Style, Staff, Skills) of the McKinsey "7S" framework are emphasized over the "Hard S's" (System, Structure, Strategy) to promote an institutional culture of mutual trust and collegiality, in the words of Hergüner (1995), "Soft S's" are considered more important than "Hard S's".

Theoretical Linguistics and SLA Foundations

The pedagogical dimension in the framework combines classic and contemporary SLA theories to cater to the specificities of the Arabic language, in accordance with (Nasirudeen, 2024; Hegazy Aly et al., 2026; CELPAD Arabic Division, 2025). Based on the theories of Hymes (1972) and Canale and Swain (1980), the main goal is to train students to acquire linguistic, sociolinguistic, discourse and strategic skills, so that they can interact with real-life problems (Nasirudeen, 2024). The curriculum is designed based on Krashen (1982) comprehensible input, Long (1996) interaction hypothesis and Swain (1985) pushed output to maximize meaningful interactions with the target language and for the cognitive processing to take place (Nasirudeen, 2024; Hegazy Aly et al., 2026). The Task Based Language Teaching (TBLT) approach by Ellis (2003) prioritizes the experiential tasks with language used purposefully (Nasirudeen, 2024).

The framework incorporates the processability theory of Pienemann (1995) and the dynamic systems theory of Larsen-Freeman (1981), which acknowledge that interlanguage development is not linear and that there is a tendency to temporary regression when the learner restructures his/her cognitive grammar (CELPAD Arabic Division, 2025). Therefore, the teaching of syntax should be geared towards function and application rather than mere memorization and should be introduced to students when ready for processing (Nasirudeen, 2024; Nasirudeen & Chtaibi, 2024; CELPAD Arabic Division, 2025).

Technological Integration and the PDCA Cycle

Quality assurance (QA) is a critical component in the digital era, where technology is not just a tool but a fundamental building block (Nasirudeen, 2024; Nasirudeen & Lawal, 2025). There is an application of Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL) to support the provision of personalized learning pathways and the provision of authentic linguistic input (Nasirudeen, 2024; Nasirudeen & Lawal, 2025; Kukulska-Hulme, 2009). The overall quality loop is based on a cycle of Plan-Do-Check-Act, a cycle developed by Deming (1986) (Bergman & Klefsjö, 2010; Deming, 1986). It is a process that is repeated again and again, so that the Arabic programs are continually collecting feedback from student evaluations, learning analytics, and stakeholder assessments to then translate this feedback into a standardized set of curricular improvements, as well as targeted professional development, relevant to international education standards such as ISO 21001 (2018) (Nasirudeen, 2024; Nurani, 2022; ISO 21001, 2018).

LITERATURE REVIEW

Linguistic Complexity and Pedagogy in Arabic Instruction.

With this comes a radical shift in the paradigm of Arabic as a Foreign Language (AFL) from teacher-centered, structuralist to communicative and integrated approaches (Nasirudeen, 2024; Nasirudeen & Lawal, 2025). Studies have shown that Communicative Language Teaching (CLT), Task Based Language Learning (TBLL) and Content and Language Integrated Learning (CLIL) are effective in improving Arabic learners' oral fluency and pragmatic competence (Nasirudeen, 2024; Hegazy Aly et al., 2025). One of the major challenges has been the diglossic nature of the MSA language, which has existed alongside regional dialects since historical times (Nasirudeen, 2024; Younes, 2015). The "integrated approach" which was pioneered by Munther Younes, holds that MSA (reading and writing) and a spoken dialect (oral communication) should be introduced at the same time (Younes, 2015). The method is similar to what the students are exposed to in the authentic sociolinguistic context of the Arab world, avoiding the inefficiency of learning an artificial language register not used by the speakers in informal social interaction (Younes, 2015).

Moreover, current studies in applied linguistics gave special attention to the best of applied syntax over teaching theoretical grammar in Arabic language (Nasirudeen, 2024; Nasirudeen & Chtaibi, 2024). The study investigated the effect of teaching reading comprehension using functional syntactic units based on morphological patterns (sarf), syntactic relations (nahwu) and contextual semantic values (dilalah) on abstract rules (Nasirudeen, 2024; Nasirudeen & Chtaibi, 2024) and found that learners in the functional syntactic unit group achieved significant improvement in reading comprehension. This reflects SLA theories that explicit focus-on-form is most effective

when it occurs in communicative meaning-focused contexts where learners observe and internalize grammatical structures while processing the language (CELPAD Arabic Division, 2025).

Active, Experiential, and Culturally Infused Techniques

In SLA literature, there has been a strong link between experiential learning and the affective filter (Nasirudeen, 2024; Krashen, 1982). Active learning strategies are then used as cognitive bridges that take learners from passive language understanding to active and prodded language output, from passive to active language (Nasirudeen, 2024; Nurani, 2022). In primary/novice levels, structured language games combined with play-based pedagogy reduce performance anxiety, promotes self-motivation, and enhance early literacy and phonological awareness (Nurani, 2022; Nasirudeen, 2024).

Further, intercultural competence (Nasirudeen, 2024; Byram, 1997) is closely linked to language acquisition. The naturalistic environment of culture-infused curricula and immersion programs offers an environment in which the sociolinguistic nuances, idiomatic expressions and pragmatic markers are acquired naturally. This cultural mastery is not a second "soft skill" but a first which directly affects the technical level of cross-linguistic translation and communicative effectiveness, resulting in "intercultural speakers" who can communicate in different communicative contexts (Nasirudeen, 2024; Nasirudeen & Muhammad-Bashir, 2024).

Empirical Applications of TQM in Second Language Environments

Educational quality management has borrowed several approaches from the industrial and service sectors and the business world as models for accountability and institutional excellence (Rose, 2009; Röhl et al., 2025; Dawood, 2022). The results of the empirical studies on the effects of TQM on language programmes are varied according to the different institutional settings. At the secondary school level, Dawood (2022) investigated the level of implementation of the TQM principles used by EFL teachers in secondary schools, and found that overall the TQM principles were implemented at a moderate level, with the "teacher quality" principle being the most consistently implemented (Dawood, 2022; Nasirudeen & Ishaq, 2025). This study identified a key limitation: only about 40% of the lessons observed were demonstrating good actual application of TQM. This means that teachers need more extensive and structured training to systematically apply continuous quality indicators in their classrooms (Dawood, 2022; Nasirudeen & Ishaq, 2025).

On the other hand, it has been shown in the higher education environment that effective quality leadership is highly linked to the success of the programme (Gkolia & Belias, 2024). For instance, in Greece, a quantitative study of secondary schools' educators revealed that the transformational leadership style and servant leadership were found to be strongly correlated with the successful implementation of the TQM and EFQM principles (Gkolia and Belias, 2024). Educational leaders work on the principles of collaboration, open communication, and empowering staff members, thereby creating an organizational culture that promotes process optimization and the overall development of the institution (Gkolia & Belias, 2024; Nasirudeen & Alawi Ishaq, 2025).

Moreover, Hergüner (1995) reported that the introduction of TQM in a Turkish higher education language center brought about a significant shift in organizational culture, which involved teachers' attitudes to management, based on common values, teacher competencies, and feedback cycles. (Hergüner, 1995) Nurani (2022) examined how the MTs Ma'ariful Ulum Banyuasin applied TQM in learning Arabic, and found that the principles of TQM could be effectively internalized in the planning, implementation and evaluation phases of the learning process in the classroom (Nurani, 2022). Although the structural issues of having few language laboratories, little digital equipment, and first-time teachers' reluctance to reflective practices were present, this integration greatly increased the effectiveness and sustainability of Arabic learning.

Bridging the SLA Theory-Practice Gap in Teacher Preparation

One of the major challenges in language teacher education is the never-ending "theory-practice gap" which occurs when language teachers have difficulties in implementing abstract concepts in SLA in the actual classroom (Hegazy Aly et al., 2026). A systematic review of 62 empirical and conceptual studies from 1980 to 2024 found that SLA frameworks (e.g., the input hypothesis, interactionist models, cognitive noticing, and

sociocultural mediation) appeared frequently in teacher education standards but had variable effects on teacher preparation in practice (Hegazy Aly et al., 2026). Trainee teachers often find it difficult to use these constructs when planning lessons, giving feedback in class, and when interacting in real time (Hegazy Aly et al., 2026).

This mismatch is because the academic SLA research agenda does not always correspond with the practice of second-language-teaching (SLT) research (CELPAD Arabic Division, 2025). For example, to cater for the learner both Pienemann (1995) and the learnability theories generally require that the content of the syllabus be appropriate for the developmental stage of the learner, which is a challenge to an extremely heterogeneous classroom, as it is difficult for the teacher to organise a teaching session that takes into account the different developmental levels of students without any systematic support (CELPAD Arabic Division, 2025). To address this disparity, contemporary QA models recommend curriculum embedding, mentoring, "reflective teaching" (peer observation, lesson recording, teacher diaries) and "structured professional learning communities" (PLCs) (Rose, 2009; Hegazy Aly et al., 2026; Richards & Farrell, 2005).

Technology-Enhanced Language Learning and Meso-Level Learning Analytics

The advent of digital platforms has completely transformed the scalability of language quality monitoring (Nasirudeen & Lawal, 2025). The Learning Management Systems (LMS) such as Moodle, Google Classroom and particular applications like Skolera offer flexible, interactive and multimedia-rich environments that improve the learner autonomy and engagement (Nasirudeen & Lawal, 2025; Nasirudeen & Chtaibi, 2026). The mobile applications (MALL) and the interactive software provide an opportunity for speaking practice, automatic speech recognition feedback, and contextualized vocabulary retention tools, which are useful for the acquisition of speaking skills (Kukuliska-Hulme, 2009).

Learning Analytics (LA) (Nasirudeen & Lawal, 2025; Siemens & Long, 2011) is the cutting-edge frontier of quality assurance in digital education. Student digital traces (e.g., login frequency, time-on-task, engagement with resources, and patterns of quiz performance) can be measured and analyzed to support the shift from a reactive to a predictive teaching style that enables intervention while students are still in the learning process (Siemens & Long, 2011). Today's systems utilize newer tracking methods such as Experience API (xAPI), which is also known as Learning Record Store (LRS) architectures (Learning Record Store Architecture Group, 2025). These are granular systems, meaning they record events like media interactions, reading patterns, and exact attempts to behaviours, and then return this empirical data to the ID to tweak course content, balance cognitive load, and determine who is at-risk and why, before they fail (Siemens & Long, 2011; Learning Record Store Architecture Group, 2025).

Even with these abilities, the QUALAS (Quality Assurance and Learning Analytics in Schools) project shows that there is still a gap in implementation, which can be termed the "meso-level" (Nasirudeen & Lawal, 2025). The incorporation of learning analytics with quality assurance is often difficult in schools, especially because of limited organizational awareness, technical platform limitations (e.g., restricted access to API data from external tools), and limited digital competence of teachers (Nasirudeen & Lawal, 2025; Nasirudeen & Chtaibi, 2026).

Global Quality Systems and Descriptive Frameworks

To establish robust quality assurance, language centers align their processes with internationally recognized descriptive and evaluative frameworks (Rose, 2009; Council of Europe, 2001).

- ISO 21001 (2018): Specifically designed for educational organizations, this standard provides a comprehensive management system that focuses on student-centric needs, standardized course delivery, equitable access, and continuous improvement, moving beyond the generic corporate focus of ISO 9001 (Nasirudeen, 2024; ISO 21001, 2018).
- The EFQM Excellence Model: This holistic system is based on nine criteria divided into "Enablers" (leadership, people, policy/strategy, partnerships/resources, and processes) and "Results" (customer, people, society, and key business outcomes) (Gkolia & Belias, 2024; Nasirudeen & Alawi Ishaq, 2025; ISO 21001, 2018). EFQM underscores that sustainable results are only achieved when driven by committed leadership and robust process design (Gkolia & Belias, 2024; Nasirudeen & Alawi Ishaq, 2025).

- National and Private Labels (eduQua, Q 3000): Systems such as Switzerland's eduQua prioritize customer-centric, private-sector adult education quality, while Sweden's Q 3000 focuses on business integrity, professional administration, and qualified trainer credentials (ISO 21001, 2018).
- EAQUALS Inspection Scheme: Specifically designed for language education providers, EAQUALS assesses academic management, course design, teaching standards, student services, and staff welfare through a rigorous, staged process (self-assessment, online consultancy, advisory visits, and formal expert inspections) (Rose, 2009).
- The Common European Framework of Reference (CEFR): Formulated by the Council of Europe (2001), the CEFR standardizes language proficiency across six reference levels (A1 to C2) (Nasirudeen, 2024; Hegazy Aly et al., 2025; Council of Europe, 2001). It shifts the focus from structural knowledge to "can-do" communicative descriptors, promoting self-assessment via the European Language Portfolio (ELP) (Council of Europe, 2001; Röhl et al., 2025).

Methodological Considerations for Quality Management Analysis

An approach of TQM analysis in the context of ANS instructional processes demands a rigorous mixed method approach to obtain the diagnostic accuracy and the operational validity of the approach (Nasirudeen, 2024; Byram, 1997). A systematic quality audit is a process that involves four main methods:

Process Mapping

The institutions need to identify and trace all the touchpoints in the curriculum delivery lifecycle from the initial enrolment to the final certification (Nasirudeen, 2024; ISO 21001, 2018). It is a visual mapping technique that is useful for identifying structural impediments in the language learning process such as gaps between the outcomes of introductory courses and their needs in intermediate stages or the delay in giving formative feedback to learners (Nasirudeen, 2024; Nasirudeen & Ishaq, 2025).

Key Performance Indicator Selection

The quality of education is to be made measurable by setting up specific KPIs in relation to international standards (Röhl et al., 2025). These metrics fall into three types: input metrics, process metrics, and outcome metrics, as shown in Table 2.

Category	Specific Metric	Operational Measurement Method
Input Indicators	Instructor Qualifications	Percentage of faculty holding postgraduate degrees in applied linguistics or AFL pedagogy (ISO 21001, 2018).
	Digital Readiness	Pre-semester assessment of faculty and student technology-access levels (Nasirudeen & Lawal, 2025).
Process Indicators	Class Attendance & Engagement	Weekly monitoring of LMS log-ins, interaction frequency, and attendance (Nasirudeen & Lawal, 2025; Siemens & Long, 2011).
	Feedback Turnaround Time	Standardizing a maximum 48-hour limit for returning formative task feedback (Nasirudeen & Ishaq, 2025; Richards & Farrell, 2005).
	Reflective Practice	Frequency of peer-observations, teaching diaries, and action research cycles (Rose, 2009).
Outcome Indicators	Proficiency Attainment	Standardized test scores mapped to CEFR band achievements (A1–C2) (Nasirudeen, 2024; Hegazy Aly et al., 2025).
	Program Retention Rate	Percentage of enrolled students who successfully complete the sequential course chain (Nasirudeen, 2024).
	Stakeholder Satisfaction	End-of-semester Student Perceptions of Teaching Quality (SPTQ) and employer surveys (Nasirudeen, 2024; Richards & Farrell, 2005).

Comprehensive Data Collection and Triangulation

A mixed-methods design ensures data validity by combining quantitative metrics (pre- and post-tests, LMS log data, and standardized surveys) with qualitative insights (classroom observations, focus group interviews, and teacher reflective journals) (Nasirudeen, 2024; Rose, 2009). Content validity of assessment items is statistically verified utilizing indices such as Aiken's V formula:

$$V = \frac{\sum s}{n(c - 1)}$$

where s represents the rating given by each validator minus the lowest possible score, n is the number of validators, and c is the number of rating categories (Hakim et al., 2025). An Aiken's V value ≥ 0.40 indicates acceptable content validity, while values exceeding 0.80 denote exceptionally high item-alignment with target CEFR competencies (Hakim et al., 2025).

Continuous Improvement Cycles

The whole academic year is designed as a continuous cycle of feedback and improvement through the PDCA / PDSA model (Nasirudeen, 2024; Deming, 1986). This will make curricular changes not retroactive, but mid-semester adjustments, which are based on actual diagnostic and formative assessment evidence (Nurani, 2022).

Analysis: Aligning Instructional Processes with Quality Practices

CEFR and Arabic Linguistic Mapping

The effective model of QM starts by linking the learning outcomes to international standards (Nasirudeen, 2024; Rose, 2009). This will entail aligning language learning goals with directly the CEFR proficiency descriptors for Arabic language programs (Nasirudeen, 2024; Hegazy Aly et al., 2025; Council of Europe, 2001). The use of CEFR in Arabic, however, is complicated due to the diglossic nature of the language and its syntactic differences (Hegazy Aly et al., 2025). In the field of language learning, the standard European language models emphasize the linear development of communicative skills, whereas in Arabic learning, the learners' communicative skills are compounded with the classical grammar structures (nahwu and sharf). Particularly, programs of Qur'anic Arabic and classical studies are encountering a "compatibility bottleneck," where classical study is highly valued for deep comprehension and memorization, rather than for conversational abilities (Hegazy Aly et al., 2025).

To fill this gap, a TQM approach requires that curriculum planners incorporate integrated outcomes in which the assessment of grammatical competence is based on functional and communicative reading tasks (Nasirudeen, 2024; Younes, 2015; Nasirudeen & Chtaibi, 2024). Table 3 presents a set of proposed CEFR indicators for Arabic which capture both communicative and linguistic (syntactic/morphological) aspects.

CEFR Level	Communicative Competence	Arabic Linguistic Competence (Nahwu/Sharf)	Quality Assessment Mechanism
A1 (Basic)	Understands and uses basic everyday greetings, introduces self, and handles simple concrete tasks (Council of Europe, 2001).	Recognizes basic isolated word types (isim, fi'il, harf) and slow, clear phonological sounds (Council of Europe, 2001).	Automated vocabulary games, basic oral interviews, and simple digital matching tasks (Nasirudeen, 2024; Kukulska-Hulme, 2009).
A2 (Elementary)	Navigates routine social tasks, describes immediate	Handles simple verb conjugations and basic	Guided simulations, role-plays, and formative

	environment, and reads short, simple texts (Council of Europe, 2001).	nominal/verbal sentence structures (jumlah ismiyyah/fi'liyyah) (Council of Europe, 2001).	reading comprehension portfolios (Nasirudeen, 2024; Nurani, 2022).
B1 (Intermediate)	Comprehends standard speech on familiar topics, produces simple connected texts, and handles travel scenarios (Council of Europe, 2001).	Navigates basic active/passive structures (ma'ruf/majhul) and standard morphological derivations (sarf) (Nasirudeen, 2024; Council of Europe, 2001).	Mid-term project tasks, communicative writing essays, and authentic audio-listening tests (Nasirudeen, 2024).
B2 (Upper Intermediate)	Understands complex arguments, engages in spontaneous debates, and reads specialized technical texts (Council of Europe, 2001).	Grasps advanced syntactic modifiers (nawasikh), complex clauses, and rhetorical figures (balaghah) (Younes, 2015; Nasirudeen & Chtaibi, 2024).	Integrated translation tasks, argumentative essays, and oral presentation defense (Younes, 2015; Council of Europe, 2001).

Leadership, Staff Development and Overwhelming Organizational Barriers

Quality of a language program is essentially based on the competence of the language teachers (Nasirudeen, 2024; Nasirudeen & Alawi Ishaq, 2025; Richards & Farrell, 2005). The problem, however, is the "compatibility bottleneck" that occurs in traditional teacher training, where workshops are isolated and generic, and do not make it to the active classroom (Hegazy Aly et al., 2026; Richards & Farrell, 2005). TQM defines professional learning as a lifelong learning process that is ongoing, collaborative and reflective, embedded in professional learning communities (PLCs) (Nasirudeen & Ishaq, 2025; Richards & Farrell, 2005).

Professional development should be data-driven, using Students' Perceptions of Teaching Quality (SPTQ) survey results to focus on areas of need – classroom management, clarity of explanations or execution of digital platforms, among others – as identified by students (Richards & Farrell, 2005; Röhl et al., 2025). Teachers use student perception data and peer observations to inform a reflective feedback loop, create SMART (Specific, Measurable, Achievable, Relevant, Time-bound) plans for improvement, take classroom action, and review results (Richards & Farrell, 2005).

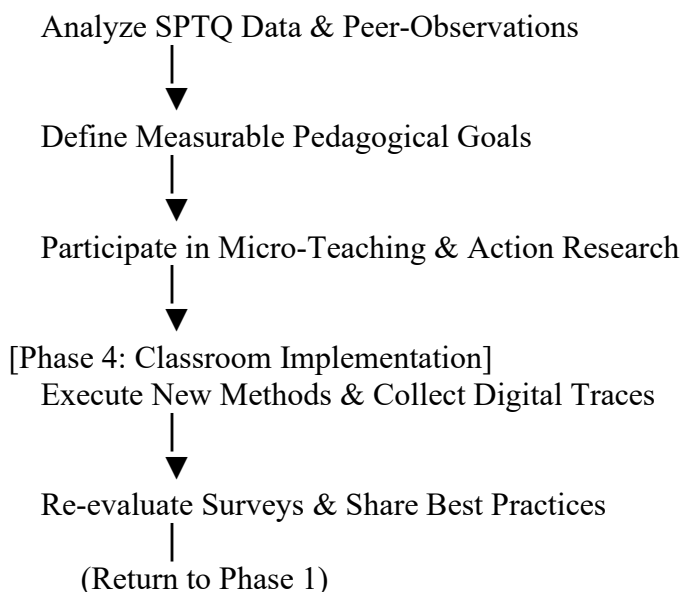


Figure 1: Data-Informed Reflective Feedback Loop for Teacher Professional Development (Rose, 2009; Richards & Farrell, 2005).

A systemic loop of feedback is created that connects individual teacher growth with institutional accountability (Richards & Farrell, 2005). But according to studies, PD can encounter a lot of reluctance, especially from highly

experienced teachers who are used to delivering traditional grammar-based lessons (Nurani, 2022; Richards & Farrell, 2005). To address this constraint, top management should create a collaborative and supportive culture in school by providing adequate technological infrastructure, allocated collaboration time in the workload and provide institutional incentives and public recognition for pedagogical innovation (Nurani, 2022; Dawood, 2022; Nasirudeen & Alawi Ishaq, 2025).

Assessment is multi-modal and continuous with focus on quality assurance.

Realizing a comprehensive TQM model needs great transformation from traditional testing that represents high-stakes end of semester written tests (Nasirudeen & Ishaq, 2025; Musthofa & Mohamed, 2023). Traditional assessment, which lacks a communicative assessment focus, tends to result in a destructive ‘washback effect’ in which teachers are more concerned with preparing students for the assessment than focusing on learning the communicative language skills (Nasirudeen & Ishaq, 2025; Musthofa & Mohamed, 2023). To match instructional processes with quality practices, programs need to shift to multi-modal and continuous assessment models (Nasirudeen, 2024).

This ongoing quality assessment is a combination of diagnostic, formative and summative assessments, and authentic assessments are provided by student portfolios, oral performance tasks, learning journals etc. (Nurani, 2022; Richards & Farrell, 2005). Importantly, according to the Council of Europe's policies, when learners are provided with tools such as the European Language Portfolio (ELP), a “self-assessment culture” is created, where students assume responsibility for their own learning, fill in the interactive self-assessment grids and record their language accomplishments (Röhl et al., 2025). These assessments should be related to a national and international competency scale for external validity, for example, Hamzah Academic Test or Indonesian SKKNI work competencies (Hakim et al., 2025).

Table 4 compares how various global quality assurance frameworks assess and accredit language program processes, providing a comparative mapping for institutional selection.

Framework	Primary Purpose	Evaluation Mechanism	Key Focus Areas
ISO 21001 (2018)	Educational organization management system standardization (Nasirudeen, 2024; ISO 21001, 2018).	Multi-level external audits, process compliance, and risk analysis (Nasirudeen, 2024; ISO 21001, 2018).	Customer satisfaction, standardized course delivery, and document control (ISO 21001, 2018).
EFQM Excellence Model	Holistic organizational development and market leadership (Nasirudeen & Alawi Ishaq, 2025; ISO 21001, 2018).	Non-prescriptive self-assessment and external site reviews (Nasirudeen & Alawi Ishaq, 2025; ISO 21001, 2018).	Nine criteria balancing Enablers (leadership, people) with Results (impact on society) (Nasirudeen & Alawi Ishaq, 2025).
EAQUALS Scheme	Language centre quality label and international accreditation (Rose, 2009).	Staged process: self-assessment, online consultancy, advisory visit, and site inspection (Rose, 2009).	Academic management, teaching standards, student services, and staff development (Rose, 2009).
Q 3000 (Sweden)	Commercial and administrative language program accreditation (ISO 21001, 2018).	Verifying business methods, administrative soundness, and trainer credentials (ISO 21001, 2018).	Delivering promised educational outcomes and professional teacher qualifications (ISO 21001, 2018).

Proposed Continuous Quality Improvement Model for ANS

This paper proposes a continuous improvement model for ANS instruction that structures academic calendar processes around the four distinct phases of the Deming PDCA cycle (Nasirudeen, 2024; Deming, 1986).

Plan Phase: Goals, Process Mapping, and KPI Design

- Needs Analysis and Training Needs Assessment: Program leaders, curriculum developers, and regional stakeholders conduct collaborative needs analyses to align program aims with the professional requirements of the job market (Nurani, 2022; Nasirudeen & Ishaq, 2025; ISO 21001, 2018).
- Linguistic and Competency Mapping: Curriculum designers map every instructional unit to CEFR-informed descriptors, establishing clear progression benchmarks across speaking, listening, reading, writing, and cultural domains (Nasirudeen, 2024; Nasirudeen & Chtaibi, 2024).
- KPI and Rubric Definition: The program outlines measurable KPIs, establishing standardized assessment rubrics and content validity indexes via Aiken's V formula (Nasirudeen, 2024; Hakim et al., 2025).

Do Phase: Blended, Experiential, and Culturally Infused Instruction

- Integrated Language Delivery: Teachers deliver instruction using the integrated approach, blending standard Arabic (Fuṣḥā) and spoken registers (Āmmiyya) in interactive settings (Younes, 2015).
- Active, Experiential Pedagogies: Instructors implement goal-oriented tasks, language games, and practical simulations, utilizing educational videos and contextual dialogue cards to enhance engagement (Nasirudeen, 2024; Nurani, 2022; Kukulska-Hulme, 2009).
- Small-Scale Piloting: To minimize operational risk, newly developed assessment rubrics, online pre-course modules, or revised textbook chapters are piloted with a single student group before program-wide integration (ISO 21001, 2018).

Check Phase: Learning Analytics, Audits, and Surveys

- LMS and xAPI Tracking: The program monitors student progress using learning analytics, tracking digital traces (such as video completion rates, quiz attempt patterns, and VLE interaction times) via xAPI and LRS protocols (Siemens & Long, 2011; Learning Record Store Architecture Group, 2025).
- Continuous and Multi-Modal Assessment: Instructors conduct continuous formative assessments, evaluating student portfolios, language biographies, and oral projects (Nurani, 2022; Röhl et al., 2025).
- Stakeholder Perception Surveys: The department administers regular student satisfaction surveys, SPTQ evaluations, and peer-observation audits to evaluate classroom effectiveness (Nurani, 2022; Richards & Farrell, 2005).

Act Phase: Standardization, Professional Development, and Re-alignment

- Process Standardization: When lesson plans and instructional strategies meet established KPIs, they are formally approved as program standards, and teachers share best practices in collaborative PLC forums (Richards & Farrell, 2005).
- Adaptive Instructional Adjustments: If continuous checks reveal learning gaps, instructors implement mid-course corrections, such as targeted re-instruction, modified delivery pacing, or additional teacher mentoring (Nurani, 2022).
- Data-Driven Professional Development: Faculty professional development programs and resource allocations are directly revised based on performance trends identified in the evaluation phase (Nasirudeen, 2024; Richards & Farrell, 2005; Röhl et al., 2025).

Practical Recommendations

The following actionable recommendations are proposed based on the analysis of the quality management processes in the instructional processes of the ANS:

Transition to Competency-Based, CEFR-Aligned Curricula

ANS programs must adopt a communicative, task-based approach to teaching English instead of the grammar-

translation approach (Nasirudeen, 2024; Hegazy Aly et al., 2025). The curricula should be clearly mapped to CEFR-informed "can-do" descriptors that clearly indicate progression benchmarks and provide standardized, multimodal assessment rubrics that encompass the communicative fluency and functional syntactic accuracy (nahwu/sharf) (Nasirudeen, 2024; Nasirudeen & Chtaibi, 2024).

Implement the Integrated Language Model

Language departments should use integrated approach in teaching languages to prepare the non-native learners for real-world communication (Younes, 2015). This model incorporates both MSA (formal reading and writing) and a spoken dialect (oral communication) at the same time, reflecting the actual sociolinguistic situation in Arab society and eliminating the shortcomings of MSA instruction alone (Hegazy Aly et al., 2025; Younes, 2015).

Build Meso-Level Learning Analytics Infrastructure

To create a data-informed quality culture, it is essential that educational institutions go beyond mere LMS record-keeping. Educational institutions should go beyond the mere record keeping of the LMS to develop a data-informed quality culture (Nasirudeen & Lawal, 2025). The learning outcomes should be customized based on the course level and the program level by the language departments on their VLEs (Nasirudeen & Lawal, 2025).

Instructional designers can use Experience API (xAPI) and standalone Learning Record Store (LRS) architectures as per the standards of cmi5 to collect at granular level of learning data so that they could be able to identify at-risk student at real time and could even be able to provide academic support to them in a targeted manner (Siemens & Long, 2011; Learning Record Store Architecture Group, 2025).

Institutionalize Data-Informed Professional Learning Communities

Academic leaders need to create and maintain ongoing teacher professional development programmes that are alive and working as professional learning communities (Richards & Farrell, 2005). The need for teachers' training to step beyond one-off workshops (Hegazy Aly et al., 2026; Richards & Farrell, 2005). Rather, teacher appraisals and development programs should be explicitly connected to student performance outcomes, peer observation audits, and Students' Perceptions of Teaching Quality (SPTQ) surveys and foster a culture of ongoing reflection and institutional accountability (Rose, 2009; Richards & Farrell, 2005).

Limitations and Future Research.

Although this paper formulates a theoretically based, integrated approach to ANS quality management, a few limitations merit mention (Nasirudeen, 2024). First, empirical studies that assess the direct nature of the "added value" of TQM interventions in terms of quantitative results for long-term Arabic language retention are very scarce, with most of the current educational quality literature based on stakeholder satisfaction surveys (Nasirudeen, 2024; Röhl et al., 2025; Dawood, 2022). Longitudinal studies are required to assess the long-term effects of TQM-oriented programs on language proficiency, across cohorts.

Second, the cost effectiveness of the implementation of advanced quality management technologies (such as xAPI tracking, standalone LRS databases, continuous expert EAQUALS or ISO accreditation) need to be checked (Nasirudeen, 2024; Rose, 2009; Learning Record Store Architecture Group, 2025). Smaller, underfunded educational institutions, especially in developing economies, are extremely limited in digital and financial resources, necessitating the design of simplified, open-source, and low-cost QM toolkits (Nurani, 2022; Nasirudeen & Lawal, 2025).

Finally, future research should investigate the adaptability of the proposed framework in various cultural and geopolitical settings, examining the interaction between institutional quality policies and local administration frameworks, traditional pedagogical beliefs, and the students' experiences, as highlighted by Nasirudeen (2024), Hegazy Aly et al. (2025), and Richards & Farrell (2005).

CONCLUSION

The introduction of Quality Management into Arabic for Non-Native Speakers (ANS) programs is a major break from discrete, isolated, and ad hoc instructional approaches and is moving toward a unified system of institutional excellence and clear accountability in accordance with the principle of accountability (Nasirudeen, 2024; Nasirudeen & Ishaq, 2025; Richards & Farrell, 2005). Educational leaders can effectively balance Second Language Acquisition theories with international quality frameworks such as ISO 21001 and EFQM Excellence Model, systematically dealing with the linguistic challenges of Arabic, such as diglossia and complex morphology (Nasirudeen, 2024; Younes, 2015; Nasirudeen & Alawi Ishaq, 2025).

Thanks to the use of contemporary digital learning and assessment platforms, learning analytics, and teacher professional development based on data evidence, curriculum design, classroom instruction, and multi-modal assessment are continually monitored and adjusted, resulting in the continuous execution of the Plan-Do-Check-Act (PDCA) cycle (Nasirudeen, 2024; Richards & Farrell, 2005; Deming, 1986). Finally, this integrated approach makes educational programs dynamic, quality, and adaptive learning environments ensuring that non-native speakers achieve functional, communicative, and cultural skills that allow them to interact successfully with the Arabic-speaking world of the world (Nasirudeen, 2024; Younes, 2015; Röhl et al., 2025).

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