Mapping Arabic Language Education:

A Global Landscape Study of Policy and Practice

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Letter to the Reader

At Qatar Foundation International (QFI), we believe that language is a bridge — connecting cultures, expanding opportunity, and fostering mutual understanding in an increasingly interconnected world. Arabic, one of the most widely spoken and culturally significant languages globally, holds enormous promise for inclusion in primary and secondary schools. QFI has observed both the extraordinary dedication of Arabic language educators and the systemic challenges they face. Across contexts, programs confront challenges that are strikingly similar — limited professional pathways and shortages of trained and qualified teachers, inconsistent curricular frameworks and assessments, and minimal policy development and implementation.

The current state of Arabic language programs in schools reveals a field still emerging: uneven in access, varied in quality, and too often lacking the institutional infrastructure necessary for long-term sustainability. The professionalization of Arabic language teaching in primary and secondary schools, one that includes standards-based instruction, preparation and qualification pathways, assessments, and sustained institutional support, all driven by research on best practices, remains an urgent priority.

As a response to these realities, the Study of Arabic Language Programs (SALP) was commissioned as an independent study conducted by the Institute of International Education (IIE). This study allows us to document what we have been witnessing for years: a field rich with commitment and opportunity, yet in need of stronger infrastructure and institutional investment. By gathering comparative data from six countries — Canada, Ireland, Italy, Sweden, the United Kingdom, and the United States — SALP provides a clearer picture of program models, instructional practices, and the broader demographic contexts in which Arabic is taught to school-aged children. Over a sixteen-month period, dedicated Country-Level Teams (CLTs) conducted a mixed-methods study with extensive data collection and analysis that not only charted the current state of Arabic language education and confirmed what we have been seeing, but also provided nuanced insights into opportunities for growth, collaboration, and innovation.

Importantly, this report is an invitation. Through SALP and its dissemination, we seek to expand the conversation—bringing educators, policymakers, researchers, and partners into dialogue around shared challenges and shared solutions. The findings offer practical insights to inform policy, guide investment, and strengthen professional support systems — all essential to ensuring that Arabic programs are not only established, but sustained and elevated. By grounding our work in research and collective insight, we aim to advance a more cohesive, professionalized, and sustainable future for Arabic language education in primary and secondary schools. ■

This study was conducted by IIE in collaboration with CLTs across six geographies. QFI provided financial support for the research. The findings, analysis, and conclusions presented in this report reflect the independent work of the authors. Country depictions in this report are for illustrative purposes only and are not drawn to scale. Boundaries and relative sizes do not imply official endorsement or accurate geographical proportion.

Introduction

We are pleased to release the Global Report of the Study of Arabic Language Programs (SALP), a collaboration between Qatar Foundation International (QFI) and the Institute of International Education (IIE). With comparative data on Arabic language programs collected across six geographies (Canada, Ireland, Italy, Sweden, the United Kingdom, and the United States), our goal was to provide a comprehensive view of Arabic language instruction and programs.

What follows is a detailed examination of policy frameworks, program structures, and teaching pedagogies in which Arabic language programs operate across six global contexts. **Part I – Global Findings** - uncovers nuanced insights and interconnections within the landscape of Arabic education in schools. Across these geographies, the comparative insights provided are the first of their kind, bridging gaps in research on this topic. The data highlights the roles that technology and mobility have played in shaping instructional materials and practices, as well as the integration of culture into the Arabic language curriculum. In **Part II – Country Overviews** – case studies drafted by each location's Country-Level Team (CLT) offer detailed overviews of each country's Arabic language landscape, providing examples of program models and methods to strengthen Arabic instruction. Finally, **Part III – Recommendations and Implications** – provides recommendations to further Arabic language policies, programs, and ideas for further research.

We recognize and acknowledge that this research, at its core, would not have been possible without the CLTs, who led efforts in each location to implement the study. We thank the lead researchers and their teams for their incredible work:

- **Nesrine Basheer,** University of British Columbia**,** Canada
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- **Melissa Towler**, University of Leeds, United Kingdom

We also thank the many programs, practitioners, and stakeholders who participated in the study, spanning over 200 Arabic language programs. We believe that their findings will be instrumental in shaping strategic initiatives, improving program effectiveness, and fostering collaboration to enhance educational outcomes. ■

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Acronyms and Abbreviations

ACTFL	American Council on the Teaching of Foreign Languages
CEFR	Common European Framework of Reference for Languages
CLTs	Country-Level Teams
GCSE	General Certificate of Secondary Education, United Kingdom
IIE	Institute of International Education
ISCED	International Standard Classification of Education
MSA	Modern Standard Arabic
MTT	Mother Tongue Tuition
QFI	Qatar Foundation International
SALP	Study of Arabic Language Programs

Terminology

After school: period of time following the traditional school day instructional period, when enrichment and extracurricular instruction and activities take place.

American Council on the Teaching of Foreign Languages (ACTFL): membership community of language education professionals providing resources through research, standards, assessments, professional development, and publications (see Appendix A).

Authentic materials: written and oral communications produced by members of a language and culture group for members of the same language and culture group. They are not produced for the purpose of language learning.

Common European Framework of Reference for Languages (CEFR): reference framework developed to provide a common basis for the explicit description of objectives, content, and methods in second and foreign language education. Organizes language proficiency in six levels, from A1 to C2 (see Appendix A).

Community-based school: includes local government, religious organization, cultural associations, or non-governmental organizations [Canada, United States]; supplementary or complementary schools, including local government, religious organizations, or non-governmental organizations [Ireland, Italy, Sweden, United Kingdom].

Dialect (Arabic): spoken dialect or variety of Arabic distinguished by features of vocabulary, grammar, and pronunciation from other varieties, commonly associated with a particular region or community.

Dual language (two-way) immersion: students learn literacy and content in two languages, aiming for bilingualism and biliteracy.

Formative assessment: assessment that monitors student learning regularly to check for understanding via low-stakes activities (e.g., peer sharing activity in class or an exit ticket at the end of a class).

Heritage language learner (of Arabic): someone who is raised in a home where Arabic is spoken but lives in a country where Arabic is not a majority language; may speak or merely understand Arabic; or is to some degree bilingual in the language of residence and Arabic.

Heritage language program: program providing instruction in a language with which students have had some background or contact prior to receiving formal instruction.

Immersion program: program using the target language for teaching all subjects, rather than treating it solely as a separate world language subject.

International Standard Classification of Education (ISCED): framework used to facilitate international comparisons of education systems, developed by UNESCO. The framework uses standardized levels (0 to 8, from early childhood to doctoral). Country-level equivalents of ISCED Levels 1 to 3, a focus of this study, are described in the next section.

Language planning: purposeful action involving the formation and implementation of a policy designed to prescribe, or influence, the language(s) and varieties of language that will be used and the purposes for which they will be used (Wiley, 2015).

Terminology

Mother tongue: language that a person has grown up speaking from early childhood.

Muslim: person who practices Islam, a major world religion.

Private school: schoolthatis established,conducted,and primarily supported by a non-governmentalorganization, including independent or faith-based schools [Canada, United States]; public, independent, or fee-paying schools [Ireland, Italy, Sweden, United Kingdom].

Proficiency assessment: summative evaluation that measures a student's ability to use language in real-world contexts and situations.

Public school: free tax-supported school controlled by a governmental authority, including public charter, magnet, specialized, and vocational schools [Canada and United States]; state-funded schools, including vocational and faith-based schools [Ireland, Italy, Sweden, United Kingdom].

School break: a period during the academic year when schools are closed, and students are not required to attend classes or activities.

Summative assessment: assessment that evaluates student learning at the end of a unit or course (e.g., an essay or presentation on a topic, a test, or exam at the end of the semester).

Summer break: period during the summer when schools are closed, and students are not required to attend classes or activities.

Summer program: program that takes place during the summer break when schools are closed, and students are not required to attend classes or activities.

Varieties (Arabic): spoken dialect or variety of Arabic distinguished by features of vocabulary, grammar, and pronunciation from other varieties, commonly associated with a particular region or community.

Weekend program: program that takes place during the days of the week when schools are closed, and students are not required to attend classes or activities.

ISCED Levels by Country

To align education levels across geographies, the Study of Arabic Language Programs (SALP) used UNESCO's InternationalStandard Classificationof Education (ISCED) framework to align country equivalents for primary and secondary learners. This table provides a guide for country-level equivalents for ISCED Levels 1 to 3, discussed throughout the report.

Country	ISCED Level 1	ISCED Level 2	ISCED Level 3
Canada	• Elementary education or equivalent	• Lower secondary or equivalent	• Upper secondary education or equivalent (General) • Upper secondary education or equivalent (Vocational/Technical)
Ireland	• Primary education	• Youthreach • European and other initiatives incl. further education and training, 16+ years • Junior certificate	• Transition Year (TY) program • Leaving Certificate applied • Leaving Certificate Vocational Program (LCVP) • Leaving Certificate (established)
Italy	• Primary school	• Lower secondary education	• Education and vocational training (three-year courses/ fourth year) • Technical Institute education • Liceo education • Vocational Institute education • Regional vocational training for disadvantaged people
Sweden	• Compulsory school (Grades 1-6) • Special school for the intellectually disabled (Grades 1-6) Special • school for pupils with impaired vision, hearing, or speech defects (Grades 1-6)	• Compulsory school (Grades 7-9) • Special school for the intellectually disabled (Grades 7-10) • Special school for pupils with impaired vision, hearing, or speech defects (Grades 7-9)	• Folk high school (General) • Upper secondary school, introduction programs • Upper secondary school (Vocational) • Upper secondary school (General) • Upper secondary education for pupils with intellectual disabilities

ISCED Levels by Country

Country	ISCED Level 1	ISCED Level 2	ISCED Level 3
United Kingdom	• Primary school (all nations) (Key stages 1-2 – England, Wales, Northern Ireland) (Broad General Education –Scotland)	• Secondary school (Key stage 3 – England, Wales, Northern Ireland) • Secondary school (Broad General Education) (Scotland)	• General Certificate of Secondary Education • Secondary School (Key stage 4 – England, Wales, Northern Ireland) • Secondary school (Senior Phase) (Scotland) • Advanced Subsidiary (AS) Level (England, Wales, Northern Ireland) • Advanced (A) Level (England, Wales, Northern Ireland) • Technical (T) Level (England)
United States	• Elementary education (typically grades 1-6) • Special education	• Middle education (typically grades 7-9)	• Secondary/High school education (typically grades 10-12) • General Educational Development (GED) or High school equivalency program

Source: (UNESCO Institute for Statistics, 2023)

Executive Summary

The Study of Arabic Language Programs (SALP) provides a comprehensive overview of Arabic language programs for school-aged students at the primary and secondary levels across six geographies – Canada, Ireland, Italy, Sweden, the United Kingdom, and the United States - in the 2024/25 academic year. The findings illuminate how Arabic is positioned within national language policy environments, where instruction takes place, how programs are structured, who teaches Arabic, and what curricular and assessment practices shape student learning.

The findings also highlight innovations and opportunities in Arabic instruction across varied education systems, demonstrating how community support, resources, and policy can influence practice. A total of 207 Arabic language programs submitted valid responses to the survey, and 30 programs participated in case study interviews to provide contextual depth.

Key Findings

The field of Arabic language instruction is undergoing a changing narrative defined by innovation and propelled by the need to advance Arabic language instruction for a new population of learners.

Arabic instruction is present and expanding across all geographies in diverse educational settings.

- Programs reported more than 31,000 learners and 1,300 courses across six geographies, with most programs serving multiple school levels. 52% of all learners were at the primary level, followed by 29% of learners at the lower secondary level, and 19% of learners at the upper secondary level. Demand for Arabic instruction is highest among primary school students; pathways to progress through lower and upper secondary school are more fragile.
- Arabic is taught in public (55%), private (26%), and community-based programs (19%), though the distribution varies sharply by country. Two-thirds (68%) of community-based programs were heritage language learner programs, providing instruction to students with some background or connection to Arabic. At the same time, programs across geographies recognize a new population of Arabic language learners, with no background or connection to Arabic, who elect to study Arabic.
- Access to Arabic instruction is dependent on local governance, community advocacy, and institutional priorities, resulting in an uneven landscape of programs.

Program models vary widely, with differing approaches to instruction and language variety.

- Traditional in-person classroom instruction is the most common format (92%), with some programs offering online (10%) and hybrid (6%) options. Sixty-seven programs reported offering immersion instruction in Arabic, or Arabic and another language (dual immersion).
- Modern Standard Arabic (MSA) is the predominant instructional variety across all geographies (94%), with uneven integration of regional varieties (21%) and Qur'anic Arabic (18%). When integrated, Levantine, Egyptian, and Iraqi Arabic are the most common regional varieties.

In the absence of a national policy, widespread voluntary alignment to recognized standards reflects a strong field-driven effort to establish proficiency expectations.

- National guidelines defining curriculum standards are absent in Canada, Italy, Ireland, and the United States. While Sweden's Mother Tongue Tuition (MTT) policy provides a broad framework, local implementation is uneven.The United Kingdom has varied language acquisition policies across the four nations.

- Curricular gaps were evident in the absence of standards, revealing limited continuity across levels and affecting students' ability to gain proficiency, receive credit, or take examinations.
- 88% of programs aligned their curriculum to recognized proficiency frameworks, most commonly the American Council on the Teaching of Foreign Languages (ACTFL) and Common European Framework of Reference for Languages (CEFR), with 20% referencing more than one standard.

Curriculum design, materials development, and assessment practices are primarily instructor-led.

- Over three-fourths (77%) of Arabic language programs reported using teacher-created handouts in the classroom, followed by 71% that used textbooks (print, digital, or both). Private and community-based programs relied heavily on printed textbooks and teacher-created resources across all geographies. Instruction leverages technological advances and the creativity of a network of motivated Arabic teachers.
- 94% of programs integrated cultural enrichment in their classes. Authentic materials and cultural enrichment were widely used in Canada, the United Kingdom, and the United States.
- Assessment practices diverge across program type and geography, with public programs using standardized exams and private and community-based programs using formative and summative assessments, if they use any at all.

Limited pathways to teacher certification for Arabic language instruction remain one of the most significant barriers to advancing Arabic instruction across geographies.

- While the learner profile is evolving, the Arabic teacher profile is comprised primarily of female (78%), native speakers (83%) with varied pedagogical training.
- In Canada and Ireland, the field is hindered by teacher certification requirements that affect both native and second-language Arabic teachers alike, preventing the next generation of teachers from obtaining certification.

Implications and Recommendations

- **Policy and provision:** Ensure a national approach and standardized provision of Arabic language programs in locations with centralized education systems where demand has grown, and enrollment is urgent. For decentralized systems, consider options for regional or state frameworks.
- **Enrollment and access:** Strengthen learner pathways by connecting primary programs to lower secondary programs. Increase academic support for newly arrived Arabic-speaking students.
- **Curriculum and instruction:** Increase guidance on the instruction of Modern Standard Arabic (MSA) and regional varieties. Balance standardized curricula and materials with instructors' catered resources and creativity. Highlight the value of cultural and intercultural learning in Arabic language programs. Support alignment of standardized assessments in Arabic with recognized proficiency standards.
- **Teacher workforce:** Create pathways to Arabic teacher certification and support the development or revision of a national framework for teacher qualifications. Strengthen networks for Arabic instructors nationally and internationally. Prioritize practical, accessible professional development for Arabic instructors, especially low-cost options.

PART I:
GLOBAL FINDINGS

Chapter 1: Overview of the Study

The Study of Arabic Language Programs (SALP) is the first large-scale effort to conduct a comparative review of Arabic language planning and provision for school-aged learners in non-Arab geographies, where the absence of national data has limited efforts to support program development, including curriculum development and teacher preparation. Research conducted on Arabic language education has focused on case studies that highlight a school, classroom, or teacher, based on classroom observations and one-on-one interviews. As such, research has been limited to specific themes, with the vast majority focused on classroom instructional methods.

The purpose of the study is to collect comparative data on Arabic language programs for school-aged learners and to shed light on the realities of Arabic instruction and enrichment. The findings highlight innovations and opportunities in Arabic instruction across varied education systems, demonstrating how community support, resources, and policy can influence practice.

Research Questions

The SALP was rooted in a comparative set of research questions in each country that guided the study.

Policy and Provision

- What are the official language learning policies in the selected research countries?

Enrollment and Access

- Which categories best describe the places of learning?
- How many students are enrolled? At which grade levels or age groups?

Curriculum and Instruction

- What is the instructional approach? Which variety of Arabic is being taught?
- Which assessments are being used for Arabic language learning?
- Which other aspects of Arab culture are included in the curriculum?

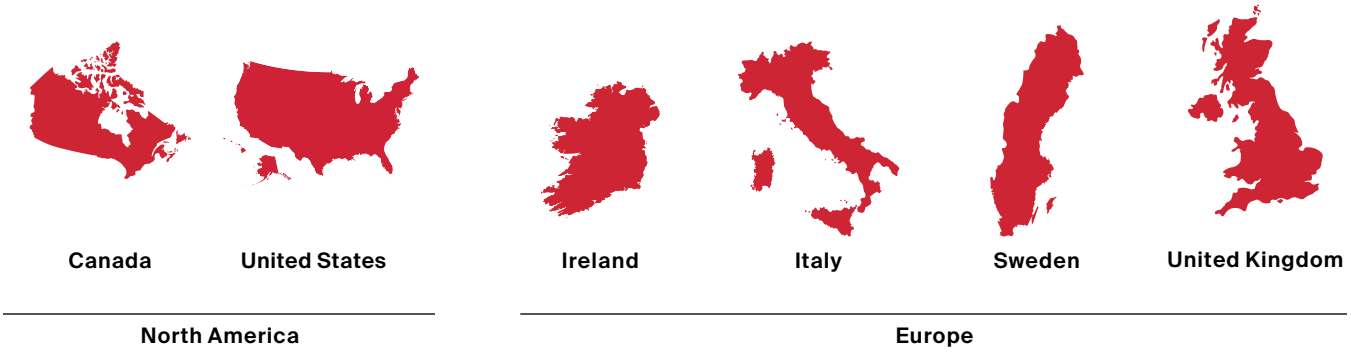
Teacher Workforce

- What is the composition of the Arabic teaching staff?

Study Approach

The SALP was implemented in six geographies: Canada, Ireland, Italy, Sweden, the United Kingdom, and the United States (Fig. 1.1). Country-Level Teams (CLTs) in each geography collaborated with the research team to carry out the study.

Figure 1.1. Countries represented in the Study of Arabic Language Programs



The data were collected from places of learning that offered Arabic language instruction during the 2024/25 academic year, including primary and secondary schools (public and private), heritage schools, community schools, after-school and weekend programs, and summer programs.[1] The academic year was defined, across these various school contexts, as anytime between August 1, 2024, and July 31, 2025.

In phase one, the CLTs conducted grounding interviews with two to three stakeholders in their respective geographies to inform survey development. The research team at the Institute of International Education (IIE) drafted the global survey in English, with input and feedback from the CLTs and Qatar Foundation International (QFI). In the second phase, the online survey was translated into four additional languages (Arabic, French, Italian, and Swedish). It was administered in the spring and summer of 2025, yielding 207 valid responses. Responses were considered valid after a review and removal of duplicate responses or multiple responses from one program, responses from outside of the selected geographies, and incomplete responses that did not provide the basic details about a program model.

Preliminary survey results were used to identify programs for follow-on case study interviews in each country. The research team cleaned and analyzed the survey results and shared the datasets with CLTs for further analysis. An action reflection workshop for CLTs was held in July 2025 to ensure comparative data analysis within and across geographies. In the third phase of the research, the CLTs interviewed school administrators, teachers, and other relevant staff members at 30 Arabic language programs in the summer and fall of 2025 to gain a deeper understanding of select themes.

1. The Terminology section defines these terms across various country contexts. As terminology varies across country contexts, the research team aimed to use a common set of terms for the Global Report.

Global Survey Sample

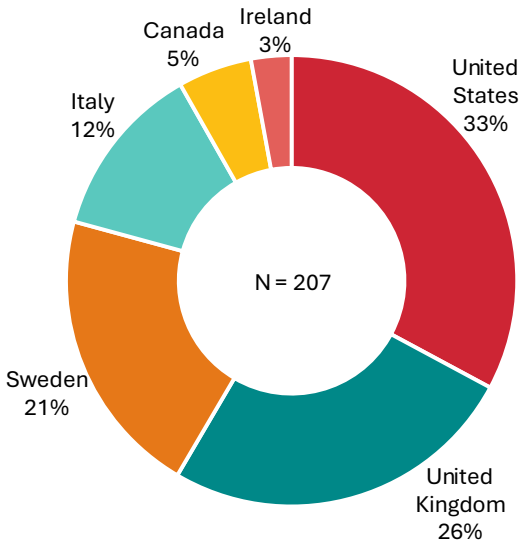
The research team and the CLTs collected 207 valid responses to the global survey. Each response represents one program. About one-third of the programs were in the United States (68), followed by the United Kingdom (53), Sweden (43), Italy (26), Canada (11), and Ireland (6) (Fig. 1.2).

Figure 1.2. Overview of SALP survey population

Program population by location, Total

Country	Programs
Canada	11
Ireland	6
Italy	26
Sweden	43
United Kingdom	53
United States	68
Total	207

Program population by location, Proportion of total



The number of Arabic language programs in the study sample varied in comparison to our expectations by location and is noted in the analysis and limitations. While in some locations, the number of Arabic language programs represented a comprehensive picture of the landscape in that geography (e.g., Italy and Sweden), in others, it was an underrepresentation of the anticipated programming landscape (e.g., Canada and Ireland). This finding, noted in the Limitations, also influenced the extent to which the study was able to make broad conclusions across geographies; in some locations, a case study approach was more appropriate to inform policy and practice.

An individual representative of each program completed the survey—most (49%) were teachers in their respective programs, followed by principals or program leaders (Fig. 1.3). In Canada, Ireland, and the United Kingdom, a greater proportion of respondents served as principals or leaders, whereas Italy and the United States had a greater proportion of respondents who served as instructors and Sweden was more evenly split between the categories. More than half of the respondents (58%) had been affiliated with their program for two years or less. Approximately a quarter were affiliated for three to five years, and 18% were affiliated with their program for more than five years.

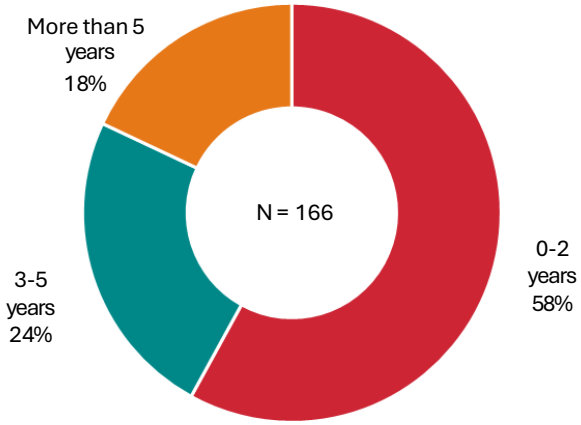
Figure 1.3. Overview of SALP program respondents

Respondent type

Type	
Instructor/teacher	49%
Principal/leader	28%
Program director	11%
Administrator	9%
Other	4%

N = 169

Respondent duration with program



The fact that over half of the respondents were relatively new to their roles was notable across all contexts and signals the changing landscape of Arabic language programming. Across locations, this fact spoke in some way to the emergence of programs and the growth of Arabic language programming in recent years. At the same time, over half of the respondents were teachers, and as noted in the Teacher Workforce section, this finding also reflected the frequent turnover and change in the Arabic instructor appointments, which was noted as a reality across many contexts. In all regards, the respondents reported that they were closely involved in programming within their organization or institution.

Limitations

There were several limitations to the research, especially given that this was the first iteration of comparative research on this topic. Despite these limitations, this study represents the most comprehensive cross-national mapping of Arabic language education in non-Arabic geographies to date.

- **Comparative research realities across differing geographical contexts.** It was very important throughout the study to work with local educators and researchers to ground the outreach, analysis, and findings in local knowledge, expertise, and contexts. While the study evolved along the same timetable and trajectory to answer the same research questions, the local research realities for the CLTs differed. This spanned from the contractual setup of the work to local research ethics approvals. As a result, some CLTs were able to begin work earlier than others or were able to move the study along faster or slower. This impacted the data available for each location. The research team and CLTs adapted to these realities throughout the study, noting the limitations.

- **Terminology and global/local interpretations.** The research team, CLTs, and QFI dedicated extensive time to refining and ensuring the global survey could adequately address questions in each language, educational, and geographical context. Identifying comparable terminology for use across multiple educational and geographical contexts remained a challenge throughout survey implementation and analysis, and was further complicated by translation from English into other languages. While this work was essential to data collection, it also took time away from the data collection period.

- **Self-reported information.** The data collected through the global survey was self-reported by educator s and administrators in their respective Arabic language programs. As a result, programs may have responded in ways to conform to accepted norms (e.g., conforming to follow policy rather than indicating classroom practice) or to give a more favorable impression of their program. Additionally, the respondent may have only shared their perspective and not that of the entire program. To mitigate these limitations, the research included case study interviews where CLTs were able to get a deeper understanding of selected program s to interpret the overall findings.

- **Collecting data across school timetables.** Data collection took place in late spring and throughout the summer when many schools were closed or closing for the academic year, and teachers' time was limited. The research team and CLTs adapted, to the extent possible, survey and interview timelines to avoid major school semester beginnings and ends, and important holidays. At the same time, it was important that th e survey data collection happened simultaneously, which presented challenges in some geographies.

- **Representation across geographical contexts.** The research team and CLTs noted the imbalance in Arabic language programs across different geographies. To the extent possible, the approach in all context s was to collect as many responses as possible. Despite extensive outreach methods, the representation of the Arabic language program landscape across geographies varied, reflecting the different education systems and geographical contexts in each location. Further, extensive cleaning was required to check inconsistencies in data, and the research team, in close collaboration with CLTs, had to make decisions on whether to omit data due to varying interpretations of terms and questions. In addition, varying sample size s and representation within samples across geographies limit the comparability across some geographies. As a result, the research team identified landscape trends where evident, though generalizations across all geographies were not possible in many instances. As this was the first example of this type of endeavor, future iterations may benefit from previous engagement, and that would improve response rates, survey interpretation, and data cleaning efforts. ■

Chapter 2: Contextual Background

This chapter provides an overview of the Arabic language position in the global context and how this reality influences language policy and planning decisions regarding Arabic language programs.

Arabic language planning for school-aged learners has evolved across educational systems. Language planning is a purposeful action involving the formation and implementation of a policy designed to prescribe, or influence, the language(s) and varieties of language that will be used and the purposes for which they will be used (Wiley, 2015). In the case of Arabic, planning has evolved in response to shifting community needs influenced by migration trends, technological advances, and broader support for multilingualism. As a result, a complex landscape for Arabic instruction in non-Arab countries has emerged, encompassing a broad spectrum of multilingual learners who receive instruction through multiple modalities (in-person, online, hybrid), with some regularly using technology to access newly developed authentic materials in the classroom (Allaf et al., 2024; Gillespie et al., 2022).

Arabic is the fifth most spoken language in the world, with more than 330 million speakers (Ethnologue, 2026),and is recognized as an official language of the United Nations. The World Bank estimated that more than 20 million people from the Middle East and North Africa (MENA) comprise the global Arabic-speaking diaspora (World Bank, 2017). Many of these individuals are concentrated in Brazil, France, the United States, and Canada, following historical migrations to these regions. More recent migration trends indicate that North America and Western Europe are among the most popular destinations for Arabic speakers seeking to resettle within existing diaspora communities. Additionally, Arabic is the language of the Qur'an, which is central to the Islamic religion and used by Muslims worldwide in their practice of the faith.

The landscape of Arabic language instruction reflects this multifaceted reality – one that includes instruction for students whose familial background connects to the Arab world or Muslim faith in some way, alongside instruction for students motivated to learn one of the most spoken world languages for purposes of travel, cultural appreciation, the intellectual challenge or even to gain a competitive edge in their career ambitions. The students' backgrounds and interests are juxtaposed against a policy landscape that influences language education planning. This literature review examines the intersection of language policy and educational planning, focusing on how global trends and shifting pedagogical frameworks have redefined Arabic instruction.

Language planning is rarely neutral; it is often driven by external geopolitical pressures. Kaplan and Baldauf's framework for language planning emphasizes that top-down policies—those driven by governments —frequently prioritize instrumental goals over linguistic diversity (Kaplan & Baldauf, 1997). For example, in the United States context, historical analysis highlights that the United States' interest in Arabic has been inextricably linked to federal funding via the National Defense Education Act (NDEA) and Title VI (McCarus, 1987; Bale, 2010).These policies framed Arabic as a priority language for national security, creating an uneven funding landscape with Arabic receiving a greater amount of funding for education research and materials development, compared to other languages (Bale, 2010). The increased funding, coupled with the events of September 2001, catalyzed a repositioning of Arabic education in the United States (Al-Batal, 2007, 2024). Enrollment at U.S. colleges and universities spiked as students sought better jobs and a deeper understanding of the Middle East, yet this growth outpaced the supply of qualified teachers and standardized materials.

In contrast, policy in the United Kingdom has been more decentralized. The Higher Education Policy Institute has documented a steady decline in language learning across all languages in the United Kingdom following a 2004 decision to change the compulsory language requirement at the upper secondary school level (Bowler, 2025). A market-driven approach in which school-level policymakers decide on language offerings has been described in prior research (Tinsley, 2015; Parrish & Lanvers, 2018). Publicly available school rankings data based on General Certificate of Secondary Education (GCSE) student achievement scores mean that some schools are not motivated to offer GCSE in modern foreign languages, particularly languages perceived to be more challenging for students. This has led Arabic to be primarily relegated to faith schools or community-based supplementary programs rather than integrated into the national curriculum (British Council, 2022), despite evidence that increasing language education, and specifically Arabic language education, in the United Kingdom would result in a positive return on investment, significantly benefiting the economy (Ayres-Bennett et al., 2022).

Similar to the United Kingdom, language education policy in Italy is driven primarily at the regional level. As a result, language offerings are influenced by the predominance of minority languages, geography, and economic priorities within each region, among others (Köhncke, 2025). This has led to an increase in introductory Arabic language offerings at the upper secondary level in some regions and an overall uneven distribution of programs across others.

Ireland and Sweden stand out from the other geographies with more overt language planning policies at the national level. However, they differ substantially in purpose and outcome. In Ireland, language planning is exemplified by a public strategy to diversify and promote language learning. And while Ireland has achieved success in introducing broader foreign language offerings to students at all levels, without a requirement to study a language, enrollments remain low.

A different approach in Sweden focuses on supporting minority languages and students' home languages. Sweden's Mother Tongue Tuition (MTT) national policy provides instruction in a student's first language alongside compulsory schooling. While considered effective for acknowledging students' heritages and identities, and supportive of their academic achievement, implementation at the local level is inconsistent with factors such as budget, available qualified teachers, and resources affecting the available offerings.

And in Canada, a focus on English and French language education, with additional policy aimed at supporting the maintenance and revitalization of Canadian Indigenous languages, puts the introduction of all other languages at a disadvantage, limiting foreign language instruction.

Table A outlines the national language planning and policy efforts for each of the geographies studied in this report.

Table A. National language planning and policy by geography

Canada	No national policy framework exists for heritage or international languages. The Indigenous Languages Act supports the revitalization of Indigenous languages in Canada (Indigenous Languages Act, 2019).
Ireland	Languages Connect (2017-2026) is a strategy to diversify and promote language learning in Ireland (Department of Education, 2025).
Italy	No national policy framework exists to support language instruction.
Sweden	The Language Act guarantees learners the right to study and develop their mother tongue (MTT) (Svensk Författningssamling, [Language Act] 2009:600).
United Kingdom	Varied language acquisition policies across the four nations. In England, Scotland, and Wales, language requirements support instruction at primary and secondary levels. In Northern Ireland, language requirements support instruction at the secondary level only.
United States	No national policy framework exists to support language instruction.

Effective language planning must account for the bottom-up experiences of those implementing the policy. Research across the United Kingdom (Soliman & Khalil, 2022) and Scandinavia (Backelin, 2021) consistently identifies a lack of standardized teaching materials and professional development as a major constraint for supporting teachers and instruction. Furthermore, native-speakerism bias remains an obstacle for non-native teachers (Elabdali et al., 2022). And in the United States, Arabic is an emblem of identity for Arab American communities. While heritage learners value the language, it is often devalued at the institutional level due to its association with Islam or immigration (Ayouby, 2004). Similarly, a motivational divide exists: heritage learners prioritize cultural identification, whereas non-heritage learners are driven by practical factors such as career or academic requirements (Husseinali, 2012).

A central tension in Arabic language planning is diglossia—the gap between Modern Standard Arabic (MSA) and spoken varieties. Traditionally, educational systems have favored teaching MSA for its formal status, a practice that might be identified as an exercise in language policing that devalues the lived linguistic reality of speakers (Shohamy, 2006). Recent scholarship advocates for a multilingual turn—an integrated approach that teaches MSA and varieties side by side to students of Arabic with no background or contact with the language outside the classroom, which provides them with exposure to Arabic diglossia (Azaz & Trentman, 2024). This aligns with the work on translanguaging, which encourages heritage learners with some background or contact with Arabic to use their full linguistic repertoire, recognizing how these learners experience Arabic diglossia (García, 2009). Al-Batal's proposed "Arabic as One" vision acknowledges the multidimensionalityof the language, where various dialects coexist (Al-Batal, 2024). The debate and discussion about how, when, and which varieties of Arabic to teach draws passionate responses from Arabic educators and leaves the field in limbo, affecting materials development, assessments, and more.

Numerous standardized assessments have been developed to assess Arabic language progress among learners. However, their alignment with recognized international proficiency standards, such as the American Council on the Teaching of Foreign Languages (ACTFL) proficiency standards and Common European Framework of Reference for Languages (CEFR), varies, in part due to the lack of an accepted Arabic framework that integrates Arabic's unique linguistic features and its diglossia (Tahir & Matore, 2024). This trickles further down to the classroom setting, affecting curricula alignment in similar ways. In contrast to more established pedagogical fields, Arabic language assessment lacks the robust standardized frameworks and sophisticated diagnostic tools found in other widely taught languages (Tahir & Matore, 2024).

Finally, the pandemic accelerated the integration of technology into Arabic curricula (Sapawi & Yusoff, 2025). While digital tools (Multimodal Input or MMI) increase engagement and accessibility, they require a balance with traditional methods to be effective (Kashef, 2021; Fitriano, 2024). The language laboratory concept, once limited to video recordings (Allen, 1976), has evolved into sophisticated digital environments that support autonomous learning (Calafato, 2020).

The literature suggests that while Arabic has gained status as a global language, language planning still lags, hindered by deficit-based models that devalue Arabic and Arabic varieties and problematize the learner or instructor as lacking knowledge or skill. To move forward and prepare the new landscape of Arabic language learning, policies must be driven by asset-based models that embrace the multi-dimensionality of Arabic, professionalize teacher training, and support the linguistic identities of heritage learners while welcoming a new population of Arabic as a foreign language learners. ■

Chapter 3: Arabic Language Program Models

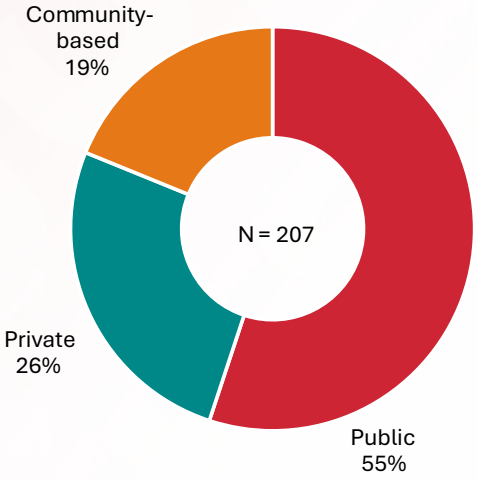
This chapter presents findings on Arabic language programs that provided classes to primary and secondary-age learners in the 2024/25 academic year (August 1, 2024 – July 31, 2025). As mentioned in Chapter One, this chapter reflects findings from 207 Arabic language programs that completed the survey, and in-depth case studies conducted with 30 of these programs across the six geographies. The findings first outline the places of instruction, curricula, and instruction models, and then this chapter provides an overview of the Arabic language learners who participated in these programs.

Places of Instruction

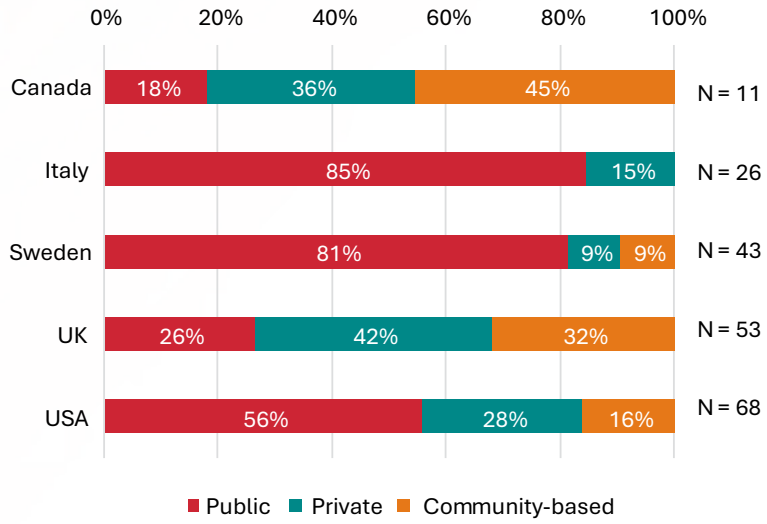
The survey sought to gain a clearer understanding of the places of instruction for Arabic. Respondents were asked to identify the entity that organized the Arabic language program: public, private, or community-based institutions (see Terminology for detailed definitions of each by geography). More than half of all programs (55%) took place in a public school setting, followed by 26% in a private school, and 19% in a community-based setting (Fig. 3.1). This breakdown varied across geographies, given the different educational systems and country response rates.

Figure 3.1. Places of Arabic language instruction

Program and institution type, Global



Program and institution type, By location



Ireland is not included due to limited responses.

A greater proportion of programs in Italy and Sweden (85% and 81%, respectively) were administered by public schools, compared with Canada (18%) and the United Kingdom (26%). In the United Kingdom, private schools accounted for the largest proportion of programs at 42%, while in Canada, the largest proportion of programs were community-based programs at 45%.

Community-based programs tend to be organized from the ground up and fill a need not met by established schools. As such, more than two-thirds (68%) of community-based programs were identified as heritage language learner programs, providing instruction to students with some background or connection to Arabic. This varied considerably across geographies: 100% of Swedish community-based programs were identified as heritage language programs, compared with 70% and 59% in the United States and the United Kingdom, respectively. This may in part be attributed to how the program is established, with only 33% of Swedish community-based programs organized by a non-governmental organization, compared to more than 80% in the United Kingdom.

Community-based programs also have greater flexibility to address the needs of their respective communi-ties. In some programs, this entailed integrating religion into the classroom. The role of Arabic as a liturgical language in religious practice is often mentioned as a factor influencing students to learn Arabic or in relation to cultural enrichment (Abu-Bakar et al., 2010). Less than one-third of all programs (28%) indicated a religious affiliation. This varied considerably across geographies, with the highest proportions reported in Canada (73%), Ireland (67%), and the United Kingdom (49%). Many of the religiously affiliated programs (89%) were associated with Islam, and 11% were associated with Christianity.

Religious affiliation can also influence the classroom setup. Nearly 20% of programs reported offering a combination of single-sex and co-ed classes, and another 7% reported offering only single-sex classes. While the proportion of programs offering a combination of single-sex and co-ed classes was fairly consistent across geographies, Italy and the United Kingdom had higher proportions of programs offering single-sex classes at 23% and 13%, respectively.

Most programs (77%) were recognized as places of instruction through formal accreditation or other means. Across geographies, programs described this recognition in a variety of ways, including registering with or being inspected by a state or country's accrediting body. Notably, 94% of programs in Sweden and 83% in the United States reported that their program held status as a recognized place of instruction, compared to only 55% of United Kingdom programs.

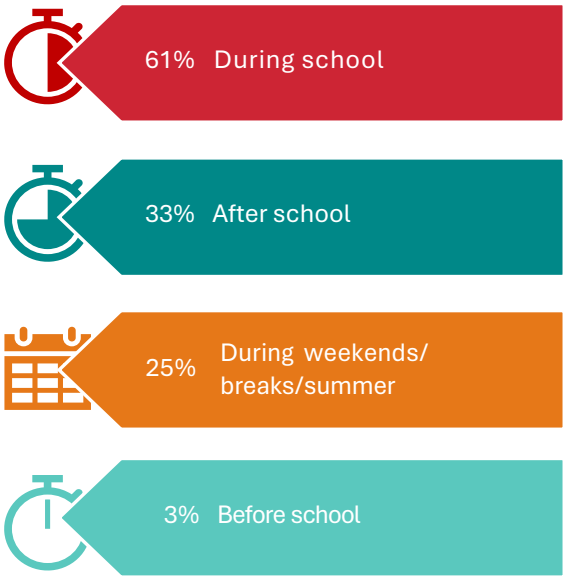
Arabic Language Courses and Schedules

Respondents were asked to indicate how many Arabic language instruction courses their institution provided in total to learners in the 2024/25 academic year. Across all six geographies, 1,316 Arabic language courses were offered. The United States accounted for the largest share with 471 courses (36%), followed by the United Kingdom with 331 courses (25%), and Sweden with 321 courses (24%). Programs frequently offered multiple courses, and 72% offered three or more Arabic language courses at the same or varying levels.

Arabic language programs were offered to learners at a wide range of times, from before, during, or after school instructional time to weekends, school breaks, and during the summer holidays. Respondents were asked to select all times when their program offered instruction. More than half of all programs (61%) were offered during school instructional time, and most of these programs provided instruction only during this time (Fig. 3.2).

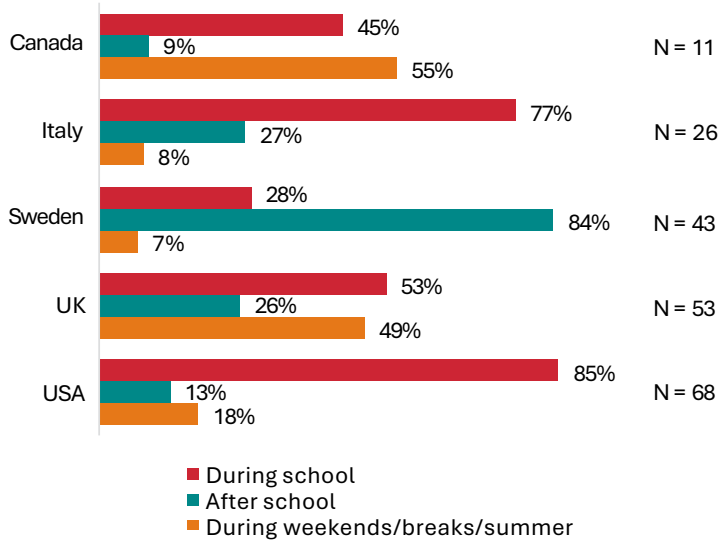
Figure 3.2. Arabic language program schedules

Program instructional time, Global



N = 207
Respondents were able to choose more than one response.

Program instructional time, By location



Ireland is not included due to limited responses.
Respondents were able to choose more than one response.

One-third of programs (33%) offered after-school instructional time. Another 25% provided Arabic instruction on weekends, during school breaks, or during the summer holidays. Although each geography had a range of options available to learners, in the United States and Italy, most programs (85% and 77%, respectively) were offered during instructional time. In contrast, in Sweden, most programs (84%) were offered after school.

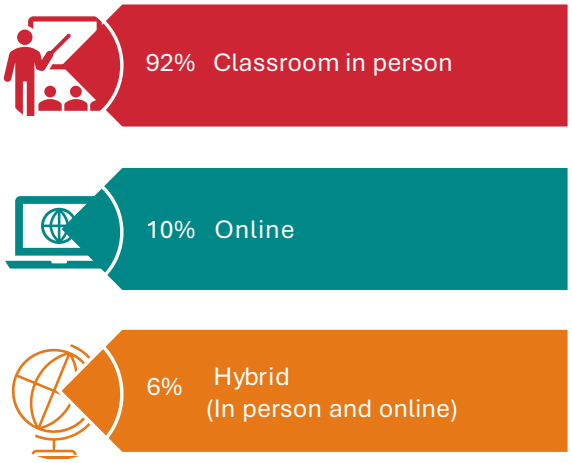
Taking places of instruction into account, most classes in public programs (68%) took place during school instructional time. Private programs likewise reported that the majority of instruction (72%) took place during regular school hours, although 28% occurred during weekends. In contrast, community-based programs exhibited a different pattern, with instruction most commonly occurring during weekends (62%), followed by after-school hours (41%).

Program Models and Language Levels

Arabic programs offered instruction in a range of formats, including in-person, online, and hybrid. Respondents were asked to select all program types that they offered. Most programs (92%) provided traditional in-person classroom instruction. In comparison, 10% offered online instruction (Fig. 3.3). The relative interest in online Arabic programming may fill a gap where demand is spread across a region, with a few learners in different locations. Only one Arabic instructor is needed to support instruction when it takes place online. A quarter of programs (27%) offered some combination of in-person, online, or hybrid options.

Figure 3.3. Arabic language program modes of instruction

Modes of instruction (No immersion)



N = 140
Respondents were able to choose more than one response.
Does not include respondents who chose immersion programming.

Immersion programming

67	Programs reported having immersion instruction
39%	Arabic immersion classes only (All instruction in Arabic language)
39%	Dual language immersion classes only (All instruction in Arabic and another language)
22%	Programs offer both Arabic and dual language immersion classes

N = 67
Respondents were able to choose more than one response.
Includes only respondents who chose immersion programming.

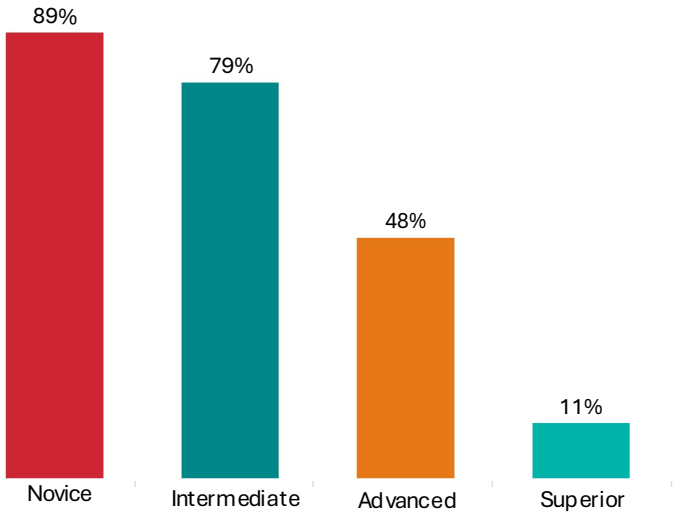
Sixty-seven programs reported offering immersion instruction in their Arabic language programs, meaning that all subjects were taught in the foreign language or a combination of languages. Most programs offered either Arabic language immersion only, meaning all subjects were taught in Arabic, or dual language immersion classes only, meaning that learners were studying all subjects in Arabic and another language. A smaller number of programs offered classes or courses that featured a combination, most likely due to instruction at various levels. Immersion models were represented across all geographies, though more frequently reported in the United States, the United Kingdom, and Sweden.

Country Insight: Italy

The in-person immersion type in Italy was selected by five programs, likely influenced by an initiative in Italy that requires Content and Language Integrated Learning (CLIL) at the upper secondary level. CLIL is an approach adopted at the school level in Italy that delivers instruction in the target language and also teaches the academic content in all subject areas in the target language (Coonan, 2012). It has been commonly associated with EU languages taught at schools. Respondents to the Italian survey from both public and private programs selected this approach as part of the Arabic language programming offered at their institutions.

Another dimension of language instruction critical to understanding how programs impact learners over time is the language level that is taught. The language level options in the survey reflected four of the five major ACTFL proficiency categories, which have approximate alignments to the six CEFR levels (e.g., Novice = A1, A2; Intermediate = B1; Advanced = B2, C1; Superior = C2) (See Appendix A). Most programs (89%) provided instruction at the novice level, followed by 79% at the intermediate level, 48% at the advanced level, and 11% at the superior level (Fig. 3.4).[2]

Figure 3.4. Arabic language programs by language level



N = 202
Respondents were able to choose more than one response.

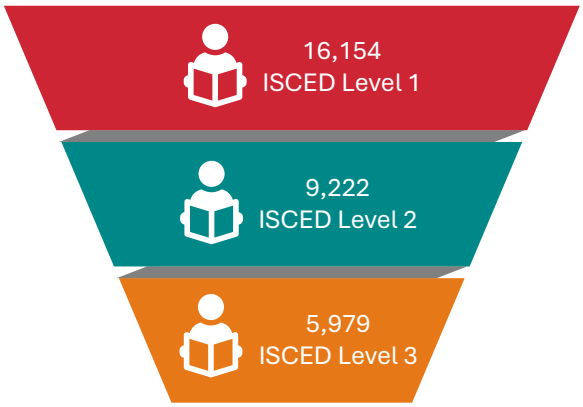
Most programs (76%) offered more than one level of Arabic language programming. This indicates that learners are progressing through the language levels and reaching more advanced levels of proficiency, warranting the provision of advanced and superior levels of instruction. Some respondents also noted that heritage learners are offered instruction at multiple levels, with teachers differentiating instruction within the same classroom to accommodate learners with varied proficiency.

Arabic Learners

Across all six geographies, a total of 31,355 learners participated in Arabic language programming across the three International Standard Classification of Education (ISCED) Levels: Level 1 (Primary), Level 2 (Lower secondary), and Level 3 (Upper secondary) (see ISCED levels by country). More than half of all learners (52%) were enrolled at Level 1 - primary school (Fig.3.5).Another third of learners (29%) were enrolled at Level 2, lower secondary, while 19% were enrolled at Level 3, upper secondary. These learners were spread across a large number of programs: 142 programs at Level 1; 139 programs at Level 2; and 121 program at Level 3.

2. Specific definitions were not given for each language level, as the research team wanted to provide space for each program to assess their learners' competency levels.

Figure 3.5. Learners in Arabic language programs by ISCED level



N = 193
Respondents were able to choose more than one response.

In addition, a total of 77 programs (37%) offered instruction for pre-primary students at ISCED Level 0, with the greatest concentration in the United States and the United Kingdom. In sum, 76% (155 programs) offered courses for more than one ISCED Level from 0 through 4.

This indicates that for learners who begin Arabic language study in primary school, there are some pathways to continue studying in lower and upper secondary school. However, steep attrition from primary to lower secondary school suggests that access to continued Arabic study could be improved.

A closer look at the total number of learners by course at each ISCED Level revealed that, on average, 24 learners were enrolled per course across ISCED Levels 1 through 3. In the survey sample data, the average number of learners per course in the United Kingdom, Italy, Canada, and Sweden was slightly below the average at 18-20 learners, reflecting smaller class sizes. In contrast, Ireland has fewer overall programs, yet the average number of learners enrolled per course was well above the global average at 40, suggesting these programs have larger class sizes.

Learners engaged in 1,769 hours weekly of Arabic language instruction across ISCED Levels 1 through 3, though more than a third of the hours (37%) were offered at ISCED Level 3. In line with this finding, learners at ISCED Levels 1 and 2 participated in an average of four hours of instruction weekly, while those at Level 3 participated in an average of five hours of instruction weekly. Learners in the United States participated in a higher average number of hours per week across all ISCED levels, six hours per week at Levels 1 and 2, and eight hours per week at Level 3, suggesting that program models in the United States allow for more weekly hours of instruction. In comparison, learners in Sweden averaged only one hour weekly at ISCED Levels 1 and 2, and two hours weekly at ISCED Level 3, suggesting that program models in Sweden are more limited in their offerings across all levels.

Learner Profiles

Programs reported that nearly 20% of all learners in their programs had at least some background or connection to Arabic outside the classroom. This data point was influenced by Swedish programs, which comprised more than 60% of the total, likely due to Sweden's MTT policy, which provides Arabic instruction as a right to students with a background or connection to Arabic (see Sweden Country Overview).

The learner profile provides evidence that the population of Arabic language learners has evolved to include a larger proportion of learners with no background or connection to Arabic. This shift has implications for teaching practice and the type of programs needed to advance Arabic instruction further.

Country Insight: United Kingdom

One instructor in the United Kingdom noted that heritage learners often approach Arabic with some familiarity but without strong linguistic curiosity. In comparison, the motivation of non-heritage learners who select to study Arabic is their greatest strength. A private school instructor highlighted that his learners chose Arabic and were not obligated to enroll in the language. *"It's not like French, for example, where you get the pupils who don't like languages but have to choose one regardless. Even though Arabic is difficult, I always have the blessing that my pupils have elected to study it, and that means they have a genuine interest in the subject."*

Learner Achievement and Assessments

Assessing student achievement gives educators insights into learner growth and program effectiveness, which they can use to inform curricular decisions. Most programs (90%) assessed students' language learning in some way. Of these institutions, 92% used formative assessment, summative assessment, or a combination of both as their evaluation methods.[3] One quarter of programs (24%) assessed student learning through a standardized assessment. In the United States, this proportion was higher at 38% of programs.

The most commonly referenced assessments were the Avant Standards-based Measurement of Proficiency (STAMP), ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), Pearson EdExcel General Certificate of Secondary Education (GCSE), National Examinations in World Languages (NEWL), and the International Baccalaureate (IB). Most standardized assessments are aligned to language proficiency standards and seek to evaluate students in all modalities – speaking, listening, reading, and writing.

Programs were also able to recognize student achievement through credits, grades, or certificates of participation. Most programs (87%) recognized student learning in some way, with just over three-quarters (76%) giving students a grade, followed by 40% offering an examination or qualification credit to reflect achievement over time. Recognizing student achievement through a grade on their report card was more common in Sweden (90%) and the United States (85%), whereas a qualification credit was more common in Italy (60%). ■

3. The Terminology section defines these terms across various country contexts. As terminology varies across country contexts, the research team aimed to use a common set of terms for the Global Report.

Chapter 4: Curriculum and Instruction

For educators, navigating a landscape of learners across all school ages, language levels, and program types requires a well-designed curriculum aligned with language proficiency standards. Instructional materials offer further insights into classroom practices. This chapter presents findings from the SALP respondents regarding their Arabic language programs' curricula and instruction.

Curriculum Design

Most Arabic language programs (88%) reported that their curriculum aligned with standards, a positive indication that programs are focused on designing pathways for student learning that measure achievement against an outlined goal. Of those who indicated yes, more than half (60%) aligned curriculum frameworks to a national standard. In all geographies, at least some respondents selected a national standard, despite a national standard for language learning existing in only Sweden and the United Kingdom.

Respondents could also select from two internationally recognized proficiency standards – the ACTFL Standards for Foreign Language Learning and CEFR. Programs reported aligning their curricula to the ACTFL standards at 36% and CEFR at 18%. Almost three-fourths of programs (72%) in the United States aligned their curriculum with ACTFL standards.

CEFR standards were less commonly used than ACTFL standards and were referenced most predominantly by programs based in Ireland (83%) and Canada (82%), followed by programs in Sweden (22%) and the United Kingdom (14%) (see Appendix A). Interestingly, 20% of programs aligned their curriculum to more than one standard.

Country Insight: Ireland

Leaving Certificate Arabic in Ireland was recently revised and modernized to include an oral component, more closely aligning the curriculum to CEFR. It was offered to students who were not first-language Arabic speakers (NCCA, 2024). The revised specification aims to develop students' plurilingual and pluricultural competence through language use, encouraging the development and use of language-learning strategies and fostering an understanding of how Arabic works.

The new specification represents a shift from prescribed literary or religious texts to a more inclusive, modern language curriculum. Interviewees expect the current specification to be more accessible, with greater emphasis on speaking and listening, the use of MSA, and an increased awareness of dialectal variation. There is optimism that the new specification will make the exam more attainable for heritage learners and may increase language uptake.

Language of Instruction

Given the Arabic diglossia described in Chapter 2, it is important to understand to what extent learner development of authentic language includes different varieties or dialects. Respondents were asked to select all varieties of Arabic taught in their program. Almost all programs (94%) responded that MSA was taught in their program, a finding consistent across geographies. Regional varieties and Qur'anic Arabic were also taught in many programs at 21% and 18%, respectively (Fig. 4.1). A limited number of programs taught only Qur'anic Arabic (4%) or only regional varieties (1%).

Figure 4.1. Arabic language programs by language variety taught

94%
Modern Standard Arabic

21%
Regional varieties

18%
Qur'anic Arabic

N = 207
Respondents were able to choose more than one response.

Qur'anic Arabic instruction was more prevalent in Ireland (67%) and Canada (45%) than in other geographies, while regional varieties were taught in Canada (36%), the United States (31%), Sweden (26%), and the United Kingdom (11%). Only one program in Italy taught regiona-l varieties, and no programs in Ireland provided instruction in a regional variety.

Of the 195 institutions teaching MSA, more than half (55%) reported that it is taught in every class session. Given that 129 programs indicated they teach only MSA, this suggests that educators may be incorporating more Qur'anic Arabic or regional varieties in their instruction than initially indicated. Among the 43 programs offering instruction in regional varieties, Levantine was most commonly taught (72%), followed by Egyptian (44%) and Iraqi Arabic (26%).

Regional varieties appeared differently across geographies, likely due to varied Arab populations settling in each location. In Sweden, for example, more programs taught Iraqi Arabic (32%), followed by Levantine (29%) and Egyptian (18%); in the United Kingdom, Egyptian and Levantine Arabic were most common (29%); and in the United States, Levantine was taught by 52% of programs, followed by Egyptian (27%) and North African Arabic (18%).

Arabic programs taught regional varieties to a lesser extent than MSA, with half (51%) reporting that regional varieties were only taught sometimes, in some class sessions. This finding was fairly consistent across geographies and may reflect a continued discussion with the Arabic language field around the value of teachingdifferent varieties. This variance in where regional varieties are taught has implications for materials development and access.
Anecdotally, educators acknowledged that more instructional materials were available in Levantine and Egyptian varieties than in other regional varieties, which may have led some teachers to provide instruction in those varieties.

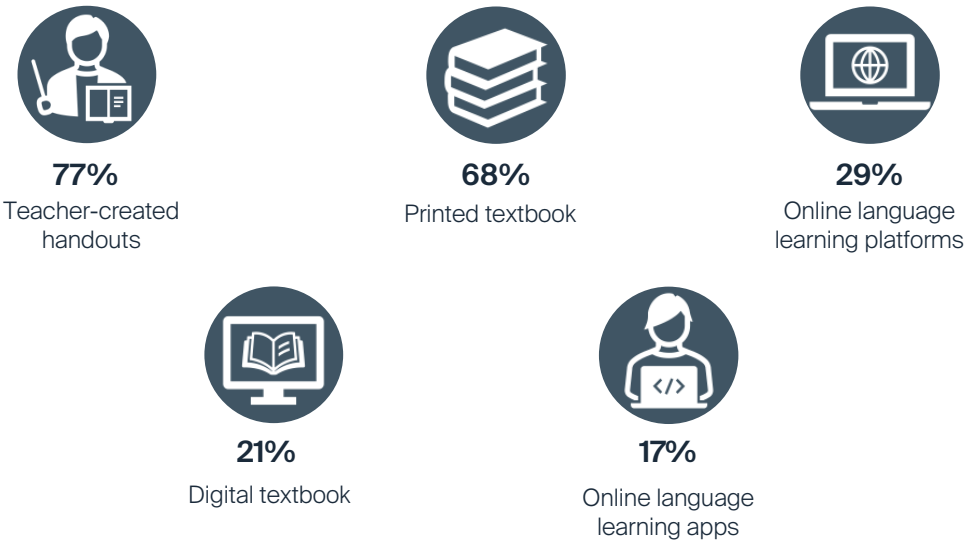
Country Insight: United States

In the United States, an Arabic language instructor emphasized a student-centered approach, where students draw connections between what they are learning and their own backgrounds. The students are primarily non-Arab, though some have Arab heritage. The curriculum aligns with ACTFL standards and emphasizes communicative skills. The instructor uses the Jusuur and Al-Kitaab textbooks with their students, and reports that they always incorporate authentic materials and culture into the curriculum. Although they primarily teach MSA, the instructor does encourage dialectal diversity: "*If a student speaks Arabic in their dialect to me, I take it as it is... I want them to know that their language is beautiful.*" The instructor used the Levantine dialect in both informal conversations and the Jusuur videos. Beyond the textbook, students also completed a culture portfolio project that encouraged exploration of Arab culture and comparison with their own.

Instructional Materials

Over three-fourths of programs (77%) reported using teacher-created handouts in the classroom, followed by 71% that used textbooks (print, digital, or both) (Fig. 4.2). While a reasonably common practice in education, teacher-generated content often signals a possible gap in textbook or curriculum content. Teacher-created handouts were reported as the most frequently used instructional material in the United States (84%), followed by Italy (77%) and the United Kingdom (75%). In comparison, programs reported the printed textbook was the most-used instructional material in Sweden (86%), Ireland (83%), and Canada (64%). Just over half of all programs (52%) reported using both teacher-created handouts and textbooks.

Figure 4.2. Instructional materials



N = 207
Respondents were able to choose more than one response.

Access to instructional materials influences educators' choices of content for their classroom. Digital resources can include textbooks, online language learning platforms where teachers can monitor student and class engagement in structured learning activities, and language learning apps where learners practice skills independently. While over half of the programs (54%) continue to embrace traditional print resources, 43% are using a combination of digital and non-digital materials to support instruction. The most popular

digital resources were online language learning platforms (29%), followed by digital textbooks (21%), and online language learning apps (17%). Across geographies, online language learning platforms consistently ranked as the top digital resource, except in Italy, where 27% of programs had adopted digital textbooks, the highest proportion of any location. The adoption of digital textbooks, platforms, and apps is an example of how Arabic programs remain nimble, constantly adjusting to accommodate the evolving learner in their classrooms.

Almost all programs (97%) reported that their instructors used authentic materials in the classroom. However, across all geographies, most programs (45%) indicated that authentic materials were only sometimes used in class sessions.

Cultural Enrichment

Many programs (94%) reported integrating cultural enrichment, with 37% indicating it occurred often in most class sessions. The most frequently mentioned form of cultural enrichment was the performing arts, including music, dance, and theater. These were followed by traditional food-tasting and cooking activities, as well as celebrations of cultural holidays and festivals, such as World Arabic Language Day (a United Nations Day celebrated on December 18th). Arabic calligraphy was also frequently highlighted, and several programs reported efforts to engage local Arab communities and parents in cultural activities. Some programs noted celebrating religious holidays such as Eid and organizing field trips to local Arab communities.

One school shared the value of integrating cultural enrichment in its program:

At our institution, the Arabic language program offers a variety of cultural enrichment activities to deepen students' understanding of the Arab world. These include cultural days featuring traditional food, music, and dance; film screenings followed by discussions; and guest speakers from the Arabic-speaking community. Students also participate in language exchange events and community service projects that connect them with Arabic-speaking communities. These experiences help bring the language to life and promote intercultural competence. ■

Chapter 5: Arabic Language Instructors

Arabic language programs in the global survey reported 965 Arabic instructors across all six geographies, with the United Kingdom home to 319 teachers, followed by the United States with 263, and Sweden with 236. Understanding the number of Arabic teachers in each geography demonstrates the potential network for building a community and provides evidence of each geography's ability to sustain programs.

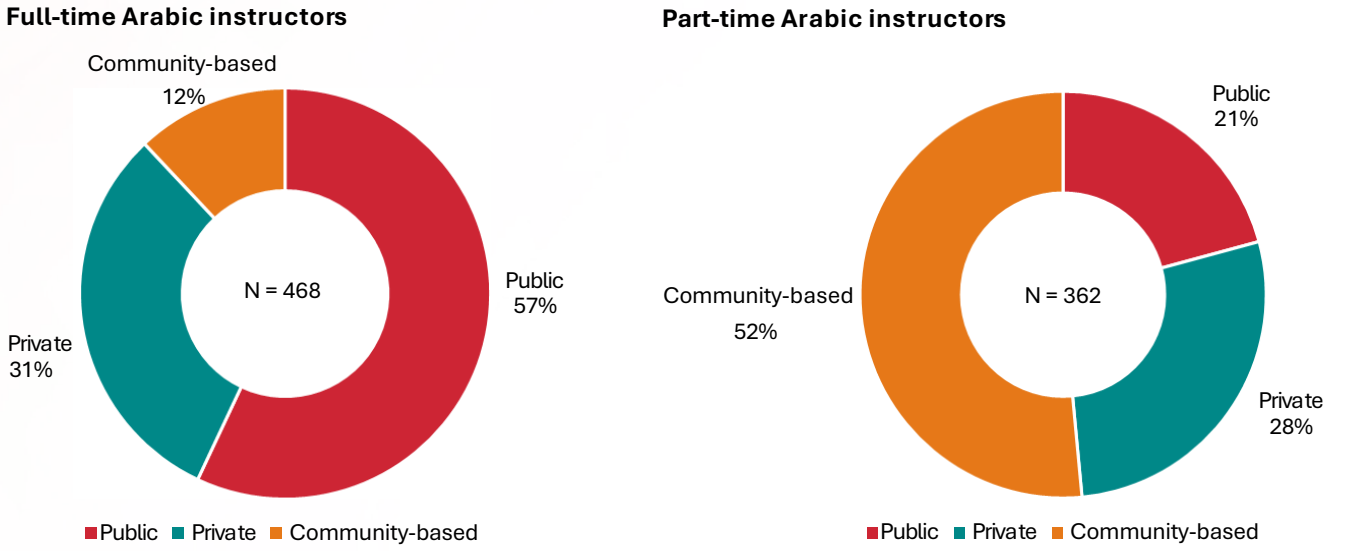
This is particularly important when looking at the program level. Sixty-three programs reported only having one teacher for their entire program, compared to 138 programs with two or more teachers. In programs with only one teacher, that teacher's skills and abilities are central to the program's success. To what extent are they trained to develop classroom materials? How do they receive feedback? And who do they consult when considering how to adapt instruction to the learners in their classroom? These questions are central to this chapter, which explores instructor profiles, qualifications, and opportunities for professional development.

Instructor Profiles

Programs reported that slightly more than half of teachers (56%) are in the classroom full-time, with the remaining 44% teaching part-time. While this reflected the reality in some geographies (Canada, Italy, and the United Kingdom), the instructor pool in Ireland was largely part-time (90%), compared to the United States and Sweden, where most instructors were full-time (72% and 70%, respectively). Teacher status is, to an extent, an important measure indicating the stability of a program and alluding to the ability to gain certification.

Another way to view programs is to see that more than half of all full-time instructors (57%) taught in public programs, with 31% in private programs, and only 12% in community-based programs (Fig. 5.1). The picture for part-time instructors was nearly the opposite: 52% taught in community-based programs, 28% in private programs, and only 21% in public programs.

Figure 5.1. Arabic instructors by Arabic language program and institution type



More than half of Arabic teachers (58%) were permanent contract employees. They were supported in programs by another 26% who had a temporary contract, were paid hourly, or served as consultants, and 17% who were unpaid or volunteer instructors. Program places of instruction that were public, private, or community-based had a strong influence on whether instructors were teaching under a permanent contract, were considered temporary (consultant, hourly employee, or temporary contract), or taught as an unpaid or volunteer instructor. Nearly two-thirds of permanent contract teachers were working in public programs, followed by 28% in private programs and 8% in community-based programs.

The reverse was true for unpaid or volunteer instructors; 63% were community-based, 33% were in private programs, and 4% were in public programs. Community-based programs' reliance on unpaid or volunteer employees to provide program instruction signals a potentially fragile state of existence should an instructor leave the program or need extensive time off.

Programs reported that 78% of instructors identified as female. This is slightly higher than UNESCO's global average for all teachers, reported at 67% at the primary level and 54% at the secondary level (UNESCO, 2024).

Finally, the survey asked respondents to list how many Arabic language instructors at their institution considered themselves native Arabic speakers, heritage Arabic speakers, and second-language speakers of Arabic (non-native, non-heritage). Most instructors (83%) were native Arabic speakers, followed by 13% who were second-language speakers and 4% who were heritage speakers. This varied across geographies, with programs in Canada and Ireland reporting 100% of their instructors were native speakers, compared to only 62% in Italy. Programs in the United Kingdom and the United States had the most significant number of second-language speaking instructors, possibly reflecting systemic differences in the qualifications required to become a teacher, alongside access to Arabic teacher education programs at higher education institutions in these geographies.

Slightly more than half of programs (56%) evaluated teachers' proficiency in the Arabic variety they teach at the time of hire. This trend varied across geographies, with more than 80% of United Kingdom programs evaluating teachers compared to only 33% and 38% in Italy and Sweden, respectively. Respondents indicated that teachers were evaluated through the following methods: interviews, observation during a class demonstration, verification of certificates or diplomas, a resume, a review of prior experience, and testing.

Teaching Experience and Qualifications

Almost two-thirds of Arabic instructors in the surveyed programs (63%) had more than five years of teaching experience. Another 22% had three to five years, and only 15% had two or fewer years. This trend was consistent across geographies. This data point further demonstrates a dedicated workforce of experienced Arabic instructors and an opportunity to ensure teachers are supported and incentivized to remain in the profession.

Most instructors (89%) had a qualification or certification in a subject area within the field of education to teach in a classroom. This varied across geographies: all Italian instructors had a teaching qualification, which was expected, given the respondents were from public or private schools, compared with only 45% of Canadian teachers.

Across geographies, challenges were noted around the difficulties for Arabic instructors to gain certification and qualification, especially those who come from other countries. Often lengthy and costly, procedures to become certified impede instructors' professional pathways, with less job security and consistency.

Country Insight: Ireland

An Arabic language instructor in Ireland, originally an elementary teacher from the United States, described her journey to registration. She applied for registration before moving to Ireland. Her teaching degree was not considered fully comparable to their requirements and identified several curricular gaps, notably in areas such as art, music, and Irish educational studies. On submission of module descriptors from her U.S. university, these requirements were reduced, and she completed the remaining modules. She stated:

"When you are training for elementary education in the States, you are going under a separate degree for art education or music education or drama education [...] I wouldn't be teaching the art class, I wouldn't have the music class, and there would be an art teacher [...] So all those things that primary school teachers in Ireland are doing themselves."

Her registration was granted with conditions, including a probationary period and restrictions due to a lack of Irish proficiency. Full recognition took around five years. Her experience illustrates many of the systemic barriers immigrant teachers face, including the bureaucratic, time-consuming process of qualification recognition, financial and workload pressures associated with required coursework, and the emotional strain of navigating a new professional context where diversity remains limited. Despite these challenges, she emphasized the importance of persistence, ongoing professional development, and support from her school.

Professional Development

Ongoing professional development is another important mechanism to support Arabic instructors. Programs reported that most instructors (75%) had received or planned to participate in at least one Arabic-specific teacher training or professional development opportunity during the 2024/25 academic year.

Country Insight: Canada

In the absence of formal university programs for Arabic teacher education, an Arabic language program in Canada noted that it depended on internal capacity building for its Arabic instructors. Senior teachers modeled lesson planning, shared resources, and met monthly to exchange strategies, with support from the district's bilingual consultant. However, the instructor explained, "*The professional development we get is mostly for second languages in general, and the advisor appointed by the board tries to connect us, but sometimes we just don't have time.*" Heavy teaching loads, administrative duties, and limited release time make sustained professional learning difficult.

Despite these constraints, teachers demonstrated strong professional commitment and collegiality. Regular peer observation, collaborative curriculum design, and informal mentoring helped sustain instructional quality even amid workload pressures and the scarcity of Arabic-specific training. As the instructor noted, the system often hires teachers who "speak the language and are trusted to develop their skills as they go." The case, therefore, underscores both the creativity and resilience of educators working in Arabic bilingual programs and the urgent need for structured, Arabic-specific teacher preparation and ongoing professional development.

Opportunities for teacher professional development varied across geographies. Notably, Italy, which had high certification rates, also had high professional development rates (97%). Programs in Sweden reported that only 66% of instructors participated in professional development. This represents an opportunity for organizations dedicated to teacher training to expand professional development offerings in geographies such as Sweden, which may also support certification. It also suggests that further research is needed in this area to understand the factors that limit teachers' participation in professional development opportunities. ■

PART II:
COUNTRY OVERVIEWS

Canada

Arabic is the fourth most spoken immigrant language in Canada, with over 838,000 speakers in 2021, representing a 70% increase since 2016 (Statistics Canada, 2021). Despite this growth, Arabic instruction remains marginal in formal K-12 education. While federal policy supports Indigenous language revitalization (Indigenous Languages Act, 2019), there is no policy framework for heritage or international languages, such as Arabic.

Arabic instruction depends largely on provincial discretion, local advocacy, and community resources. Alberta is the only province offering a recognized Arabic bilingual program for school-aged learners. Elsewhere, instruction predominantly occurs in private and community-based settings that vary in curriculum, teacher preparation, and resources. The case study provided the first systematic national overview of Arabic language education in Canada.

Research Sample

Eleven Arabic language programs completed the Survey of Arabic Language Programs (SALP): two public, four private, and five community-based programs. Five participants from Arabic language programs in Alberta participated in semi-structured interviews. The findings that follow represent the realities and perspectives of this sample only.

COUNTRY CASE STUDY OVERVIEW	
Arabic Programs	11
Courses	85
Learners	1,460
Teachers	70

Key Findings

- **Policy and Provision:** Arabic instruction was largely community-driven and uneven, with limited provincial recognition. While Alberta is the only province with a recognized Arabic bilingual program, Ontario accounted for nearly half of the Arabic language programs identified in the study. The difference reflects contrasting policy environments: Alberta's bilingual program benefits from formal provincial curriculum authorization and school board support, whereas Ontario's programs operate primarily through community-based and private initiatives under the International Languages framework (Ontario Ministry of Education, 2012).
- **Enrollment and Access:** Demand for Arabic language instruction was most substantial among learners at the elementary level, with attrition in later grades.
  - The two public bilingual programs in the case study (both in Alberta) reported the largest cohorts of learners, indicating sustained demand when access is formalized.
  - Arabic language programs across the three institutional types (public, private, and community-based) were offered during regular school hours or on weekends. Public schools also reported summer offerings, while private schools demonstrated greater flexibility, combining options throughout the week with hybrid formats. Community-based programs relied most heavily on weekend classes and were almost exclusively classroom-based.

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- At the elementary level, instructional time was the greatest in community-based and private settings, where lessons were focused solely on Arabic language instruction. Instructional time increased at the secondary school level, likely due to the intensity of language instruction and learners' proficiency levels.

- **Curriculum and Instruction**
  - In the absence of a national framework, the two public schools in Alberta aligned their curriculum with the American Council on the Teaching of Foreign Languages (ACTFL) proficiency standards. In comparison, private and community-based programs developed their curricula independently.
  - Across the Arabic language programs in the case study, Modern Standard Arabic (MSA) was taught alongside regional dialects (for example, Egyptian Arabic) and Qur'anic Arabic. MSA remains central to textbook-based and literacy instruction, with regional dialects functioning as pedagogical resources in classroom interaction.
  - Teaching materials varied by institutional type and governance context. Private and community-based schools used a wider range of resources, including printed textbooks and teacher-created handouts, online platforms, apps, and other community materials.

- **Teacher Workforce**
  - Programs relied almost exclusively on native Arabic speakers as instructors, many of whom were internationally trained. While years of experience varied, 60% of the teachers had more than five years of teaching experience, and 45% had a qualification or certification to teach in a classroom.
  - Across Canada, access to Arabic-specific professional development for teachers was limited; instructors depended on informal mentoring, peer networks, and generalized professional development for second language acquisition.
  - Arabic instructors noted that barriers regarding the recognition of their credentials, as well as the absence of Arabic-specific pre-service pathways, limited their workforce stability. ■

Implications and Recommendations

- **Encourage additional provinces to standardize Arabic language programs and to share curricula and resources.** Alberta's bilingual curriculum can serve as a reference model for other provinces to adopt a province-level approach to Arabic language programs and promote interprovincial collaboration. To align with local context, provincial authorities and local institutions could proactively develop Arabic teaching materials aligned with local standards and learner diversity.

- **Establish a National Framework for Arabic Teacher Qualification:** Canada should develop an accreditation pathway combining competency assessment and targeted training modules for Arabic instructors. This will aid Arabic language programs in recruiting and formalizing their Arabic instruction, provide the necessary pre-service and in-service training, and set Arabic instructors on professional development paths.

Ireland

Ireland's multilingual profile has diversified over the last two decades, with Arabic now ranking as the tenth most commonly spoken language in households nationwide (Central Statistics Office, 2023). The growing demand for Arabic language instruction has been driven by migration patterns, particularly among Arabic-speaking immigrants. Foreign languages are not systematically taught at the primary level, and the provision of additional languages is low at the secondary level.

Recent policy developments point towards positive change in language education in Ireland. *Languages Connect* (2017–2026), Ireland's national foreign language strategy, seeks to diversify and promote language learning (Department of Education, 2025). The final secondary school examination assessing Arabic proficiency (called the Leaving Certificate) has been updated recently and was introduced in schools in late 2025, while online Arabic Leaving Certificate classes are planned to begin in 2026. Despite growing interest in and demand for Arabic, provision is limited across school and community settings, and there is little systematic research on how Arabic is taught, supported, or experienced.

Research Sample

An initial mapping exercise identified 40 institutions potentially delivering Arabic, with interviews and case studies indicating that Arabic instruction is largely concentrated in community-based settings in urban areas. Six Arabic language programs were included in the SALP: three public, one private, and two community-based programs. The research also included five in-depth case studies to explore delivery models, learner and teacher experiences, and school contexts. The findings that follow represent the realities and perspectives of this limited sample only.

COUNTRY CASE STUDY OVERVIEW	
Arabic Programs	6
Courses	33
Learners	1,205
Teachers	20

AUTHOR

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Key Findings

- **Policy and Provision:** Arabic language programs across Ireland were fragmented and, particularly in urban areas, largely delivered by community-based organizations. Often, weekend and community-based schools fill gaps left by limited school-based options. The provision of Arabic language programs depends largely on each school's ability to schedule Arabic classes, the availability of teachers, and community demand.
- **Enrollment and Access:** The lack of Arabic instruction at the primary and lower-secondary levels has impacted learners' progress and has left both heritage and non-heritage learners underprepared for the Arabic Leaving Certificate.
- **Curriculum and Instruction**
  - A national curriculum guides all modern foreign language learning at the primary level. The curriculum emphasizes competence, learning outcomes, and progression

in the language. As students enter secondary education junior (aged 12 to 16 years) and senior (aged 16 to 18 years) cycles, curricula align with Common European Framework of Reference for Languages (CEFR).

- Most Arabic language programs were taught in MSA, although Qur'anic Arabic was also popular. Printed textbooks were the primary teaching medium, with mixed use of authentic materials and cultural enrichment.

- Assessment practices varied; two programs did not use any learning assessments, while the remainder used a mix of formative and summative approaches. One program used a standardized test. Inconsistent assessment and standards made it difficult to compare learners' progress.

- **Teacher Workforce**
  - All Arabic instructors were native Arabic speakers. Almost all (90%) had more than 5 years of teaching experience, and all held a qualification or certification to teach in a classroom.

  - Arabic instructors who completed their formal education outside Ireland faced unclear, complex, and costly pathways to professional recognition by the Teaching Council, with gaps in qualifications and in Irish-language requirements.

  - Systemic barriers limited pathways to Arabic teacher certification for all individuals, regardless of background. Irish-trained graduates cannot meet the Teaching Council's subject-specific Arabic requirements because no Irish university offers a Level 8 Arabic degree or the requisite credits—Arabic is available only as an elective. As a result, qualified Arabic teachers must rely on international qualifications or special-designated pathways, creating additional challenges related to qualification recognition, registration barriers, and financial burdens.

  - Stakeholders highlighted the importance of role models, targeted guidance, and structured support (e.g., bridging programs) to facilitate entry to the workforce. ■

Implications and Recommendations

- **Increase and reform pathways for Arabic teacher certification, including investment in pre- and in-service teacher education specific to Arabic instruction.** Create accredited pre-service and in-service programs focused on Arabic and heritage language pedagogy, with retraining and equivalency pathways for qualified native and heritage speakers to gain certification (e.g., through the Teaching Council).

- **Expand Arabic offerings at the lower secondary level.** Establish an Arabic curriculum that builds from primary to secondary, ensuring learners have access to early instruction in Arabic and are prepared for the Leaving Certificate Arabic.

- **Strengthen partnerships with community providers.** Demand for Arabic language instruction in Ireland is largely initiated by families at community-based places of learning. Formalizing collaboration between schools and community organizations, such as the Islamic Cultural Centre of Ireland (ICCI) and the Muslim Association of Ireland (MAI), can create learning pathways and shared accreditation opportunities in the education system.

- **Enhance visibility through targeted awareness campaigns.** The *Languages Connect* policy initiative offers an opportunity to promote Arabic as a valuable and viable subject of study, highlighting its cultural, economic, and global relevance (Department of Education, 2025).

- **Build a more comprehensive picture of the Arabic language program landscape in Ireland.** Further research is necessary to ensure a representative sample of private and community-based programs is included in the research findings, allowing for a more accurate understanding of the Irish context.

Italy

Arabic is closely tied to Italy through history, recent migration trends, and the exchange of goods and services with neighboring Arab countries. Italian schools have long offered Arabic instruction, though its delivery has developed considerably in the last two decades. While Arabic is the second most spoken foreign language among native speakers in Italy (after Romanian) (Instituto Nazionale di Statistica, 2017), its presence in schools remains extremely marginal, primarily experimental, and dependent on local initiatives. It comprises a combination of curricular courses offered in select schools and extracurricular projects.

Formal qualifications for Arabic instruction exist for teachers, and some secondary schools with a linguistic focus *(Licei linguistici)* may offer Arabic as a subject of study. Despite this, implementation is limited, often unsupported, and, when it does occur, highly dependent on local circumstances. There is currently no national language policy addressing the issue; though initiatives promoting Arabic courses have increased in recent years, driven by the efforts of teachers and school administrators.

Research Sample

Twenty-six Arabic language programs participated in the SALP: 22 public and 4 private programs. Prior to the survey, the team conducted grounded interviews with key stakeholders knowledgeable about Arabic teaching in Italy. After the survey, the research team conducted six interviews for in-depth case studies. The findings that follow represent the realities and perspectives of this sample of programs only.

COUNTRY CASE STUDY OVERVIEW	
Arabic Programs	26
Courses	75
Learners	1,226
Teachers	57

Key Findings

- **Policy and Provision**
  - Language education policies are primarily implemented at the school level as bottom-up initiatives, while aligned with the Ministry of Education and regional regulations. The national policy in 2010 (D.P.R. n. 107) permits the introduction of Arabic as a foreign language at the upper secondary level, reflected in the survey findings, which show a high concentration of Arabic courses at the International Standard Classification of Education (ISCED) Level 3. Arabic language programs remain marginalized as no standardized syllabus, national guidelines, or dedicated teacher training programs are available.
  - Due to historical and political contexts, including a lack of national language policy addressing the language, Arabic language programs in Italy are unevenly distributed in a limited number of schools in certain regions, leading to unequal access for students.

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- **Enrollment and Access**
  - Arabic language programs across Italy included more than 1,200 learners enrolled in 75 courses across ISCED Levels 1 through 3. Most learners (56%) had an elementary level of language proficiency.
  - A range of Arabic language programs was offered in public schools, encompassing lessons during or after school instructional time, weekends, and school breaks. Private schools delivered lessons only during instructional time.
  - Arabic plays an influential role in determining a school's attractiveness and its connection to the surrounding area. The presence of an Arabic course often signals exclusivity and innovation, positioning the school as internationally oriented and capable of offering a broader, more diverse curriculum.
- **Curriculum and Instruction**
  - While there is gradual alignment of Arabic teaching materials with the CEFR, the absence of a national Arabic language-specific curriculum continues to generate uneven practices. Teachers play a compensatory role, bridging curricular and material gaps through personal initiatives and creativity. There is a lack of shared standards and long-term curricular coherence.
  - Almost all programs taught MSA (96%), while Qur'anic and regional varieties of Arabic were left to a scant minority. Over half (60%) of programs reported that they always or often used MSA, also as a language of classroom communication.
  - Arabic instructors designed innovative instructional resources and activities. Most instructors (77%) developed their own handouts, introduced games, playful activities, and technologies to meet students' learning needs and maintain lesson engagement.
- **Teacher Workforce**
  - The proportion of full-time and part-time instructors was evenly distributed when looking across all schools. However, private schools relied predominantly on part-time instructors (80%).
  - Overall, the programs were delivered by qualified teachers: 73% held an Arabic teaching certification, and 65% had access to professional development opportunities. The majority of instructors were native speakers (57%), followed by second-language speakers (31%). ■

Implications and Recommendations

- **Italy should begin promoting support programs for mother tongue education, at least at the primary school level, and for so-called "newcomers," who may not have adequate knowledge of the Italian language.** Language planning measures are needed to address the growing presence of young Arabic-speaking communities, distributed heterogeneously across the country.
- **Establish an Arabic teacher network that explores and highlights various program models within Italy to enhance teachers' access to knowledge and resources for teaching different learner profiles.** Given the demand from learners of Arabic as a second language alongside recent migration trends, Italy is poised to expand Arabic language instruction, catering to both learner profiles and has existing successful models from which to build.
- **Establish more full-time Arabic teacher positions to provide qualified teachers with stable, full-time positions.** This investment in teacher employment will enable programs to expand access and enhance current courses.

Sweden

Sweden has long been recognized for its progressive language policy, which frames linguistic diversity as a social asset (Aktürk-Drake, 2024) and guarantees learners the right to study and develop their mother tongue (*Svensk Författningssamling*, [Language Act] 2009:600). In the Swedish education system, Mother Tongue Tuition (MTT) refers to the provision of instruction in a pupil's first language alongside compulsory schooling.

Although Arabic is the second-most spoken native language after Swedish, with an estimated 500,000 Arabic-speaking persons (Backelin, 2026; *Statistiska centralbyrån* [Statistics Sweden], 2023), the language is not recognized in any official capacity. During the 2024/2025 academic year, 74,319 students in Swedish elementary schools were eligible for Arabic MTT. This number accounts for 7% of all students in Sweden; of these, 66% (48,990) took Arabic MTT classes.

Research Sample

Forty-three programs were included in the SALP, representing Arabic MTT programs, Arabic language teaching administrators, independent providers, mosques offering Arabic courses, and cultural and community-based associations. Thirty-five programs were public, four were private, and four were community-based. The research team also conducted six semi-structured interviews with educators, administrators, and organizational representatives. The findings that follow represent the realities and perspectives of this sample of programs only.

COUNTRY CASE STUDY OVERVIEW	
Arabic Programs	43
Courses	321
Learners	7,427
Teachers	236

Key Findings

- **Policy and Provision**
  - Arabic language provision spans Arabic MTT instruction, community-based associations, and Arabic as a modern language at the upper secondary level. The absence of a national framework linking complementary sectors has led to uneven access and support for instructors and learners.
  - Stakeholders pointed to constrained resources, inconsistent support structures, and the vulnerability of Arabic teaching positions. In some municipalities, reduced funding led to fewer study guidance hours and shorter instruction time.
- **Enrollment and Access**
  - Most of the Arabic language programs in the research sample (82%) were public schools. The programs included over 300 courses with over 7,400 learners.
  - Community-based organizations were in the minority and were operating with limited financial resources while relying heavily on volunteer instructors. External factors, such as changes in migration policy and public discourse, influenced their sustainability, reducing the overall number of programs in recent years.

AUTHOR
Reem Kassabgy and **Louise Backelin** were the primary authors of the Sweden case study.

- **Curriculum and Instruction**
  - The influence of the Arabic MTT policy is visible in how programs are delivered, with a larger proportion of MTT delivered outside of school hours. Across the research sample, most (84%) programs were delivered after school, 28% during school, and 16% before school or during weekends.
  - Most (98%) programs were taught in MSA. The most common Arabic varieties used in instruction were Iraqi and Levantine, both at 82%, followed by Egyptian, North African varieties, and Sudanese. This illustrates the linguistic diversity countrywide.
  - The Arabic MTT policy supports robust resource provision. 86% of programs used print textbooks, and 26% used digital textbooks. Online learning platforms and apps were also used by 33% and 26% of programs, respectively. Some large municipal MTT institutions collaborated regionally to share resources.
  - There is a strong cultural and intercultural dimension in Arabic language programs in Sweden. Arabic instructors emphasized culture as integral to language learning, often drawing comparative links between Arabic-speaking societies and Swedish cultural life.
- **Teacher Workforce**
  - A large proportion (70%) of Arabic instructors held full-time positions, dividing their time between providing academic support to students in Arabic and teaching the language. Community-based organizations were the only programs relying on unpaid instructors.
  - Nearly all Arabic instructors with full-time contracts were qualified or certified to teach in accordance with local regulations, and the majority (72%) had worked for five or more years. Over half of the instructors (54%) participated in or planned to participate in professional development, with limited access for part-time instructors. ■

Implications and Recommendations

- **Implement a coherent national strategy for Arabic language education in Sweden.** With the large proportion of learners eligible for Arabic MTT, this strategy will recognize the responsibilities of public education and the value of community-based initiatives. Enhance communication and collaboration between municipal and community-based actors, providing funding for teacher development, and ensuring equitable access to qualified instructors.
- **Renew the focus on inclusion and intercultural understanding as guiding principles in Arabic programming.** Arabic should be positioned as a world language, acknowledging it as a linguistic and cultural resource that contributes to democratic education, without being confined to religious or ethnic categories. When well-structured and guided by intercultural principles, such approaches can strengthen learners' cultural awareness and support broader goals of inclusion.
- **Strengthen teacher collaboration across subjects.** Schools and municipalities should take active responsibility for ensuring that all staff—subject instructors, principals, and counselors—understand the pedagogical and cognitive value of mother tongue development.

United Kingdom

In the United Kingdom, growth in Arabic-speaking populations has reshaped the context in which Arabic is taught and the learner profiles it serves. According to the 2021 Census, over 200,000 residents across England and Wales spoke Arabic as their primary language, the seventh-most spoken language after English (Office for National Statistics, 2022). Arabic functions as a heritage and community language; however, provision remains uneven, and Arabic continues to occupy a marginal position within mainstream language education.

Research Sample

Fifty-three Arabic language programs responded to the SALP: 14 public, 22 private, and 17 community-based programs. Initial desk research had identified a larger proportion of community-based programs. Initial desk research had identified a largerproportion of community-based schools than participated in the survey. The researcher conducted 14 semi-structured interviews after the survey, reflecting a more balanced distribution across sectors (26% public, 42% private, and 32% community-based). The findings that follow represent the realities and perspectives of this sample of programs only.

COUNTRY CASE STUDY OVERVIEW	
Arabic Programs	53
Courses	331
Learners	5,892
Teachers	319

Key Findings

- **Policy and Provision**
  - Differing language acquisition policies across the four nations of the UK were reflected in the varied Arabic language offerings and corresponding assessments. In England, Scotland, and Wales, language requirements support instruction at primary and secondary levels. In comparison, Northern Ireland is the only nation where language learning is not a statutory entitlement at the primary level. And while Scotland expanded access to multiple languages, there is no formal qualification or exam available to learners in Arabic.
  - Arabic language programs were offered in substantially more institutions than previously documented in 2017. 49% of responding institutions identified as faith-based schools, including 36% of public schools, 59% of private schools, and 47% of community-based schools. The vast majority were Muslim faith-based institutions, with a small number of Christian representations.
- **Enrollment and Access**
  - Across the UK, 53 programs comprising 331 courses were reported. Learner numbers declined sharply across levels, from 3,240 at ISCED Level 1 to 2,073 at ISCED Level 2 and 579 at ISCED Level 3. This decline in numbers at higher levels may be linked to the perception that the General Certificate of Secondary Education (GCSE) is challenging, strict entry requirements in public schools, and community-based schools needing to compete with other extracurricular activities.

AUTHOR

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- Programs primarily served learners with prior exposure to Arabic through heritage or religious contexts. In the survey, 17% of programs reported that 100% of their learners had some background or connection with Arabic.

- **Curriculum and Instruction**
  - The GCSE Arabic (the lower secondary examination in England, Wales, and Northern Ireland) is considered by some teachers as a limitation on learner progression. Teachers cited high grade boundaries and limited instructional time as key challenges. Partnerships between community-based and public schools were reported as supporting exam entry and pedagogical support.
  - MSA dominated instruction across all school types (public: 79%, private: 67%, community-based: 69%). Some programs also taught regional varieties, such as Egyptian and Levantine Arabic, while others catered to learners from specific communities.
  - Most teachers reported using multiple resources (81%), most frequently teacher-created materials (34%) and printed textbooks (29%). Instruction was predominantly in person (74%), though private and community-based schools use a wider range of delivery formats.
  - Cultural content was integrated into most lessons in 40% of programs, while 53% reported limited or occasional inclusion. Case study evidence from Scotland demonstrated sustained cultural integration across primary and secondary provision.

- **Teacher Workforce**
  - The Arabic instructor workforce was predominantly female (84%) and composed mainly of native Arabic speakers (77%). While 70% reported holding formal qualifications, barriers to professional teaching qualifications include recognition of overseas training and teachers' ability to complete the Postgraduate Certificate in Education requirements. Teachers perceived that greater job security was in public schools and more precarious in private and community-based contexts. ■

Implications and Recommendations

- **Continue to exert pressure for a comprehensive review of the Arabic GCSE to ensure alignment with realistic learner progressions and recognized proficiency standards.** Patterns highlight the importance of strengthening early pathways, improving continuity, and addressing constraints linked to assessment and curriculum design. Consider developing an alternative qualification or foundation-level pathway for Level 2 learners, drawing on models implemented in Scotland.

- **Increase awareness of, and access to, teacher professional development opportunities, with particular emphasis on learner engagement, teaching beyond the GCSE specification, and linguistic variation.** Teacher training and professional development could be expanded to build a larger pool of available Arabic teachers by enabling part-time and volunteer teachers to gain the credentials necessary to receive formal qualifications.

- **Strengthen existing regional teacher networks that support Arabic language instructors by promoting school collaboration and partnerships.** These networks already provide valuable platforms for sharing resources, training, and best practices. They can support the growth and diversification in Arabic language provision across the UK, alongside ongoing structural challenges that affect access and progression.

United States

The United States' decentralized educational system presents a uniquely complex environment for world language education. States and local districts overwhelmingly determine language policies, standards, and requirements, resulting in widely uneven access to language learning. First taught at Harvard University in 1640, interest in the Arabic language was fairly limited in the United States until the tragic events of September 11th prompted a rapid increase in program growth (Al-Batal & Belnap, 2006; Lusin et al., 2023).

In recent years, declining federal support for language initiatives and shifting public attitudes toward multilingualism have added new pressures on Arabic programs. This research provides insights into how Arabic programs operate in the United States, what challenges they face, and how they might be strengthened.

Research Sample

Sixty-eight Arabic language programs participated in the SALP: 38 public, 19 private, and 11 community-based programs. Prior to the survey, interviews were conducted with seven key stakeholders: three policy experts, two Arabic education experts, and two community-based school experts. Following the survey, the researcher selected four programs for in-depth case studies to understand the deeper institutional, cultural, and socio-political forces shaping Arabic language teaching across different contexts. The findings that follow represent the realities and perspectives of this sample of programs only.

COUNTRY CASE STUDY OVERVIEW	
Arabic Programs	68
Courses	471
Learners	14,145
Teachers	263

Key Findings

- **Policy and Provision:** The devaluation of multilingual education from the federal government, combined with heightened political scrutiny of Middle Eastern Studies, has further destabilized Arabic language programs. Furthermore, cuts to federal programs across all levels of education have eroded previously established incentives and infrastructure for K-12 Arabic language programs.

- **Enrollment and Access**
  - The 68 programs that participated in the SALP represented more than 14,000 learners. A diverse learner population spanned all educational levels, with the largest concentration (43%) among elementary-age learners.

  - Public programs served the highest proportion (79%) of second-language learners. In contrast, private and community-based programs tended to serve mixed groups that included religious-heritage learners of multiple faiths whose proficiency may not always align with typical heritage-language profiles.

AUTHOR

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- Programs varied in the average amount of weekly instructional time. Public and private programs offered significantly more contact hours (seven and eight, respectively) than community-based programs (three hours). Community-based programs, however, offered the most flexible scheduling, holding classes before and after school, on weekends, and in the summer.

- **Curriculum and Instruction**
  - Across all program types, MSA dominated (97%) instructional practice. Dialect integration remained limited nationwide, and where dialects were taught (31%), Levantine and Egyptian were the most common. Many programs faced philosophical challenges in including dialects, viewing MSA as a neutral choice across diverse learners.
  - Curricula relied heavily on teacher-created handouts (84%) and printed textbooks (62%). Al-Kitaab and Alif Baa were the most widely used materials, with some variation across program types. Integration of authentic materials was common, especially in public programs, and nearly all programs (99%) incorporated cultural content.
  - Most
    Although standardized proficiency testing was most prevalent in public programs, its overall use remained limited. Credit policies also differed widely: public and private programs typically (93%) awarded credit based on grades or examinations, whereas a substantial portion (27%) of community-based programs did not grant formal credit.

- **Teacher Workforce**
  - Public programs tended to rely on the fewest number of teaching staff, whereas community-based programs relied overwhelmingly on part-time teachers and thus required more teachers to run programming. Many successful successful public programs seemed to be sustained by the immense individual efforts of singular Arabic instructors.
  - Arabic instructors shared several characteristics: most (83%) were native speakers, the majority (80%) were women, and most (74%) had at least five years of teaching experience.
  - Access to professional development was uneven. Teachers in public programs reported high levels of training participation (98%), while private and community-based instructors frequently lacked access. Case study data underscored the need for practical, adaptable, and low-cost resources for instructors. ■

Implications and Recommendations

- **Strengthen community-based Arabic programs, which demonstrate strong growth potential amid changing federal funding structures.** Changes in federal funding for language learning have furthered the need for community-based programming, and studying the attributes of successful programs can help guide future efforts. For example, many successful programs in the survey had established connections with external organizations and schools. Others had identified pathways by which they could connect across levels of education and support credit transfer.

- **Professional development opportunities need to be tailored to fit teachers' needs and logistical limitations.** These opportunities and materials should strive to provide not just high-level ideas but also practical takeaways with low barriers to implementation. Further, mentoring and pairing teachers across various program types (e.g., public and community-based) could also improve the quality of instruction across programs.

PART III: RECOMMENDATIONS & IMPLICATIONS

Recommendations for Policy and Practice

The Study of Arabic Language Programs (SALP) makes a substantial contribution to existing research on Arabic language education by providing a landscape of Arabic language programs in six non-Arabic-speaking geographies. Among the findings, expanding early and inclusive provision, strengthening cross-sector partnerships between public, private, and community-based programs, and enhancing support for teachers through training, resources, and collaboration would help embed Arabic more firmly within the broader language landscape. Pockets of excellence already exist within the global landscape, and scaling these models could ensure consistent, high-quality early provision across regions.

Policy and Provision

Ensure a national approach and standardized provision of Arabic language programs in locations where demand has grown, and enrollment is urgent. Across the study, in geographies with growing Arabic-speaking populations, whether of heritage or native speakers, educational systems have not been able to match the demand for Arabic language programs for school-aged learners. Where policies are present, they often do not complement programming for Arabic instruction. Where policies are absent, this research provides evidence for advocacy for standard world language provision and supports the allocation of public and private resources for further Arabic language programs. The composition of each education system is different, and as such, where education systems are more decentralized, alternative approaches to standardization, by state, region, or province, should be explored.

For European locations, align national policies with European multilingualism goals. Four of the six countries in the sample were in Europe, and some in the European Union (EU) noted the need to align policies with EU multilingualism goals. This includes ensuring that developments in Arabic provision reflect EU recommendations for early, sustained, and inclusive language learning. Including Arabic among the languages aligned with European multilingualism goals could, in these countries, strengthen existing programs and attract more learners to study the language.

Enrollment and Access

Strengthen learner pathways by intentionally connecting primary programs to lower secondary programs. Enrollment in Arabic language programs was highest at the primary level, followed by declines at the secondary level. The data indicate that in some cases, learners completed the primary-level program and did not have a secondary-level program to progress to. The case study research also showed that for other students at the secondary level, their interests shifted, with students focusing more on subjects with high-stakes assessments necessary for their academic plans or participating in expanded extracurricular activities. Strengthening learner pathways entails increasing access to more Arabic programs and considering how the offerings interact with the other activities and demands on secondary school learners.

Increase academic support for newly arrived Arabic-speaking students. Principals and instructors should ensure that both parents and students are aware of the educational value of supporting students' academic development through their home language. Educators can contribute to equity in education and the development of an intercultural and linguistically inclusive society.

Curriculum and Instruction

Increase guidance on the instruction of Modern Standard Arabic (MSA) and regional varieties. The study documents a strong preference for focusing on MSA instruction, with limited integration of regional varieties or Qur'anic Arabic. However, respondents also described practices that revealed tensions between what instructors believe, what instructors say they do, and what they practice in the classroom. Given that most programs are consciously aligning their curricula with recognized language proficiency standards, ensuring guidance on the instruction of regional varieties, as well as examples of successful models, is included in the referenced standards.

Balance standardized curricula and materials with instructors' catered resources and creativity. One of the important takeaways from the study was that despite limited Arabic instruction curricula and materials in many locations, instructors were highly innovative in creating and leveraging materials for their classes, whether they created or searched online. Some reasons instructors created materials were that it was necessary to fill a gap in the textbook content or other curricular materials, to adjust content to the appropriate age level of the learner, and to adapt content to the identity of the learners in their classroom. However, there is an important balance to strike between a standardized curriculum and assessment mechanisms, while also supporting Arabic instructors in their creativity and adaptation. Further, provision of low-barrier instructional resources that teachers can easily adapt to their classrooms, alongside support mechanisms for sharing Arabic instruction and learning materials, could greatly support Arabic instructors who are creating ad-hoc materials.

Highlight the value of cultural and intercultural learning in Arabic language programs and beyond. The integration of cultural content in the classroom can serve as a motivation for students as well as a pedagogical tool that connects language learning to students' experiences and identities. In the Swedish case study, the approach to teaching culture was described as a dynamic process of dialogue and reflection that can lead to genuine intercultural learning. In general, the diversity and cultural depth of the Arabic-speaking world should be made visible in ways that resonate with learners and highlight Arabic as a global language of culture, literature, and modern expression.

Support alignment of standardized assessments in Arabic with recognized proficiency standards. The findings reveal that a wide range of standardized assessment tools have been developed and are in use across the geographies. These assessments typically test students on the MSA taught in the classroom with less attention to the language used in real-life situations. At the same time, programs reported using a variety of proficiency standards to design curriculum, some widely recognized and others not. To advance the field of Arabic language education, a framework that addresses the Arabic diglossia and aligns recognized proficiency standards with standardized assessments is needed.

Teacher Workforce

Create pathways to Arabic teacher certification. Teacher certification is the single most consistent systematic barrier across all six geographies. Alongside national language proficiency standards, policymakers should consider pathways to teacher certification in Arabic and support the development or revision of a national framework for teacher qualifications. This includes assessing higher education institution offerings to ensure Arabic language instruction is offered, as well as the requisite courses in teacher education. This is consistent across geographies and should be reviewed carefully as one of the main gaps in securing Arabic instructor pipelines.

Strengthen networks for Arabic instructors nationally and internationally. Arabic teachers are typically a single teacher or a small group of teachers at their place of instruction. As such, strengthening Arabic teacher networks and establishing communities of practice to share materials and instructional practices would greatly benefit all teachers. Arabic teacher networks can foster professional development through community support, provide coaching and mentorship for junior teachers, and increase collaboration, reducing isolation. To further advance, Arabic language programs should consider how to leverage teacher networks to learn about new digital tools and resources and how to implement them in the classroom.

Prioritize practical, accessible professional development for Arabic instructors, especially free and online options. Given that Arabic teachers are a small community and often geographically dispersed, offering low-cost online professional development courses could serve to reach a larger number of instructors.

Implications for Future Research

Research the landscape of Arabic language education in other locations. This landscape study included six geographies in the non-Arab world. To further advance Arabic language education, it is imperative that researchers continue mapping the landscape of Arabic language instruction in other geographies. The comparative analysis allows key stakeholders to identify successful practices that can be implemented in other contexts and to benchmark policy and practice.

Support comprehensive national and regional studies that map programs and stakeholders. These studies can include formal school contexts as well as community-based programs or religious schools. Such mapping efforts would provide an understanding of the scope, diversity, and geographical distribution of Arabic teaching, as well as the actors involved and the resources available.

Consider longitudinal studies of Arabic language programming to demonstrate progress and adaptations. In addition to mapping new geographies, researchers should conduct longitudinal studies of Arabic programs across these six geographies to document change and innovation over time. Many stakeholders noted the expansion of Arabic language programs over the last two to three decades and the policy and provi-sion changes already underway. Furthermore, as Qatar Foundation International (QFI) and other organizations provide additional support, longitudinal studies can map over time the progress and effects of these initiatives.

Support research that includes the perspectives of Arabic learners. Future research should expand the empirical base by incorporating students' voices. Students are often underrepresented in the literature and deserve closer attention to better understand their linguistic trajectories, educational needs, and attitudes toward Arabic. Further, by focusing research on learners, the field will be able to understand their intentions and goals, and how Arabic will support their professional and personal pathways.

Undertake further research into Arabic language programs that effectively support non-heritage learners. Demand for Arabic is evident among heritage and Muslim communities as well as among complete beginners; however, access to sustained provision remains uneven. Identifying such programs and sharing best practices can guide other schools in designing inclusive Arabic language programs that reach a broader segment of the community.

Appendix A. ACTFL and CEFR Ratings

Rating on ACTFL Assessment	Corresponding CEFR Rating	Rating on ACTFL Assessment (OPI, OPIc or WPT)	Corresponding CEFR Rating
Distinguished	C2		
Superior	C1.2	Superior	C2
Advanced High	C1.1	Advanced High	C1
Advanced Mid	B2	Advanced Mid	B2.2
Advanced Low	B1.2	Advanced Low	B2.1
Intermediate High	B1.1	Intermediate High	B1.2
Intermediate Mid	A2	Intermediate Mid	B1.1
Intermediate Low	A1.2	Intermediate Low	A2
Novice High	A1.1	Novice High	A1
Novice Mid	0	Novice Mid	0
Novice Low	0	Novice Low	0
0	0	0	0

Source: (ACTFL, 2023)

Appendix B. List of Arabic Textbook Titles

The titles listed below were provided by survey respondents and do not constitute an exhaustive list.

Canada

Alfawzan, A.-R. I., & Al-Alsheikh, M. A.-R. (2018). *Arabic between our children's hands*. Arabic for All.

AlJundi, M. M. (2018). *Teaching of Arabic Reading* . Darul Ilmi USA.

Mohammad, M. H., & Al-Saeed, T. (2015). *Noor al-bayan: Learning to read and recite the Qur'an.*

Ireland

Abdul Hameed, L., Al Amleh, H., & Fakhouri, S. (2017). *Cambridge IGCSE™ Arabic as a first language coursebook*. Cambridge University Press.

Affes, H. (2024). *I love the Arabic language*. JSF Editions.

Alawiye, I. H. (2005). *The key to Arabic: Fast track to reading and writing Arabic*. Anglo-Arabic Graphics Ltd.

In the Arabic language garden. (2020). Arab Center for Educational Services.

Italy

Airò, B., Bertonati, S., Odeh, Y., & Barakat, M. S. (2021). *Lingua araba e società contemporanea*. Zanichelli.

Benchina, H. (2012). *LABAS: Imparare a scrivere e a leggere in lingua araba*. Lulu.com.

Darghmouni, S. (2020). *Kalima/ Parola: Lezioni di scrittura e grammatica araba con esercizi.* Le Monnier Università. Durand, O., Langone, A. D., & Mion, G. (2010). *Corso di arabo contemporaneo*. Hoepli.

García Castillo, A., Aguilar Cobos, J. D., & Jódar Jódar, A. (2018). *An-nafura A1-A2, Arabic language: Student book*. Albujayra.

García Castillo, A., Aguilar Cobos, J. D., Jódar Jódar, A., Tadorián Ramos, B., & Peña Agüeros, M. Á. (2018). *Al-yadual A2/A2+, Arabic language: Student book*. Albujayra.

Louis, S. (2010). *Lughatuna al-Fusha, Book One: A new course in Modern Standard Arabic*. The American University in Cairo Press.

Rochdi, S. (2020) *Imparare a leggere e a scrivere l'alfabeto arabo, livello 1.* Independently published.

Ruocco, M., D'Anna, L., & Fatayer, S. (2022). *Comunicare in arabo: Livelli A1-A2 del Quadro Comune Europeo di Riferi-mento per le Lingue*. Hoepli.

Soave, M., & Rocchetti, N. (2021). *Ilà - Certificazione lingua Araba: Livello A1 Wordlist*. Edizioni Centro Studi Ilà. Wightwick, J., & Gaafar, M. (2024). *Mastering Arabic*. Bloomsbury Publishing.

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Sweden

Affes, H. (2024). *I am learning Arabic*. JSF Editions.

Alawiye, I. H. (2005). *The key to Arabic: Fast track to reading and writing Arabic*. Anglo-Arabic Graphics Ltd. Algened, R. (2021)*Skriv min penna.* Vulkan.

Al-Sharrouni, K., & Al-Haddad, E. (2020). *Acoud Al-Hurouf: Reading and expression*. Dar El Machreq.

Arabic writing exercise book: The book of Arabic letters (step by step). (2005). Asala.

Easy Arabic reading: expression lessons and exercises. (2016) Granada Editions.

Jasim, A. (2019). *My beautiful language*. Asala.

Jasim, I. S. (2024). *My Arabic Language*. Maktabet Al Arab.

Jungbeck, B., & Obeid, M. (2016). *Arabiska för nybörjare*. Folkuniversitetets förlag.

Labki, L., & Ghali, W. (2008)*My first step in Arabic language.* Librairie du Liban Publishers.

Our Arabic Language . (2016). Jordan Ministry of Education.

Swelem, N. (2008). *Al-Arabiyya lughati*. Liber.

The exciting reading: Level 3. (2015). Librarie du Liban Publishers.

Wahab, A. (2018). *Alif Baa Taa: Learning my Arabic alphabet*. Civilian Publishing.

United Kingdom

Abed, S. B., & Sawan, A. (2016). *Introduction to spoken standard Arabic: A conversational course with online media*. Yale University Press.

Affes, H. (2024). *I am learning Arabic*. JSF Editions.

Alawiye, I. H. (2002). *Gateway to Arabic*. Anglo-Arabic Graphics Ltd.

Alawiye, I. H. (2008). *Arabic without tears*. Anglo-Arabic Graphics Ltd.

Alfawzan, A.-R. I., & Al-Alsheikh, M. A.-R. (2018). *Arabic between our children's hands*. Arabic for All.

Al-Fuzan, A. R., Hussein, M., & Fadhel, M. (2014). *Arabic at your hands*. Arabic for All.

Al-Karmi, Z. (2016). *Friends of Arabic language*. Dar Al Manhal Publishers.

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Arabic brings us together. (2023). UAE Ministry of Education.

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Hammouda, N. (2023). *Learn Arabic from scratch: Arabic language book for beginners to advanced level*. Know Arabic Production.

Hasan, H. I. (2002). *Qur'anic language made easy*. IQRA' International Educational Foundation.

Hussein, M. (2014). *Arabic on air*. Arabic for All.

Mahir, G. (2017). *Your Arabic friend: Arabic GCSE based on EdExcel specification*. MM Books.

Mahir, G., & Mahir, M. (2014). *The Arabic season: Based on the EdExcel specification GCE/AS level*.

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Mutlaq, M. (n.d.). *Motamim garden*. Motamim Institute.

Nacef, C. (2019). *The advanced Arabic companion*. Interlingo Languages.

Nacef, C. (2026). *The new GCSE Arabic companion*. Interlingo Languages.

Rahim, V. A. (2005). *Madinah Arabic reader.* Goodword Books.

Shartouni, D. M., Al-Haddad, E., & Al-Shartouni, K. (2024). *Contracts of speech: Reading and expression – Grammar and Spelling*. Dar Al Mashreq.

Wightwick, J., & Gaafar, M. (2024). *Mastering Arabic*. Bloomsbury Publishing.

United States

Abd-Alaziz, N. M. (2013). *I love Arabic.* Arabian Education Office of Gulf Countries.

Abdallah, F. I. (2008). *IQRA' Arabic reader*. IQRA' International Educational Foundation.

Abed, S. B. (2006). *Focus on contemporary Arabic*. Yale University Press.

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Al Mashrafi, S. A., al Hawli, S., & Mahmud, A. U. (2018). *At-Takallum: A comprehensive modern Arabic course*. Buruj Books.

Al-Anati, W., & Al-Shafei, M. (2023). *Noor Al-Arabiya*. ISF Publications.

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Alosh, M., & Clark, A. (2021). *Ahlan wa sahlan: Functional Modern Standard Arabic for intermediate learners*. Yale University Press.

Brustad, K., Al-Batal, M., & Al-Tonsi, A. (2021). *Alif Baa.* Georgetown University Press.

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