THE ARABIC TEACHING APPROACHES TO NON-NATIVE SPEAKERS: A BIBLIOMETRIC ANALYSIS

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Abstract: *The article aims to conduct a bibliometric analysis using VOSviewer software on a literature review approach to teaching Arabic to non-native speakers. The analysis focuses on data from 2010 to 2023, offering a comprehensive overview of the field and identifying significant trends based on citation patterns, affiliations, authors, and countries. This study encompasses three distinct bibliometric studies to identify the notable scholarly papers, authors, research institutions, geographic regions, and research issues that have significantly influenced Arabic language teaching methodologies. The study utilises bibliometric analysis to examine the association between keywords and the identified research gap. Additionally, noteworthy alterations in the keyword analysis and emerging trends within the field are observed.*

Keywords: *Approaches, Teaching Arabic, Non-Native Speakers, Bibliometric Analysis*

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Introduction

Academic consensus among scholars and researchers affirms that the calibre of educators plays a pivotal role in determining students' academic achievements. The user's text is already academic. The empirical evidence demonstrates that educators primarily prioritise the task of guaranteeing and enhancing students' academic performance during the process of learning. Therefore, instructors are pivotal in advancing education, particularly within the formal setting of schools and universities. There is no exception in language learning, especially for non-native students. Acquiring Arabic as a second or foreign language is now seeing an upward trend. The growth of numerous academic institutions that provide Arabic language learning programs with diverse objectives and specialisations is evident. All these parties are dedicated to enhancing and promoting the quality of Arabic instruction and educational

outcomes. Contemporary advancements in technology have significantly contributed to the facilitation of Arabic language instruction for individuals who are not native speakers.

Currently, there exists a wide range of both complimentary and fee-based resources that allow individuals the opportunity to engage in Arabic language acquisition conveniently and effortlessly. This encompasses many digital platforms such as websites, blogs, and social media. The primary focus for students acquiring Arabic as a non-native language is the development of linguistic proficiency, which encompasses four language proficiencies, specifically those on reading, listening, speaking, and writing. Similarly, this applies to other significant facets of language, including phonetics, lexicon, and Arabic syntax. Proficiency in all these components is essential to achieve practical mastery of the Arabic language.

Currently, the Arabic language instruction and study field in Malaysia is confronted with numerous challenges. The predominant concern pertains to the pedagogical approach employed by many instructors of the Arabic language, who adhere to traditional teaching methods. Several studies conducted by (Azhar Hj. Ahmad et al., 2008) and (Abdul Halim Mohamad, 2005) have indicated that particular Arabic language instructors opt for a teaching approach that prioritises the role of the teacher and limits student participation. According to the research conducted by (Mohd Fadzli Ismail et al., 2012), there exists a tendency among certain teachers to provide limited assistance to their students in achieving academic success.

In addition, this issue also stems from the students themselves. They have a limited level of proficiency in Arabic and rely on traditional instructional approaches for acquiring the language. This phenomenon has been seen in much research conducted by (Anida Abd. Rahim, 2003; Naimah & Aini, 2005; Rosni Samah, 2012; Tarmizi Ahmad, 1997). According to (Muhamad Hanan, 2011), the predominant inclination among students is to adopt a passive approach by just sitting and attentively listening to the instructor during Arabic language instruction. Furthermore, individuals experience fear and hesitation when actively participating and engaging in various activities within the Arabic Language classroom. According to (Syakirah et al., 2004), it was discovered that pupils have challenges when attempting to comprehend the Arabic Language course.

The significance of implementing the study titled "Approaches to Teaching to Non-Native Speakers" is in its potential to enhance the comprehension and calibre of Arabic language instruction for students and teachers. Various studies provide valuable insights into the methodologies employed in researching this particular sector, thus aiding in formulating future predictions. This work aims to provide a comprehensive evaluation of the existing literature on instructional strategies for non-native speakers, including bibliometric techniques. The subsequent section introduces the research inquiries. The methodology is explicated in the third section. Subsequently, the findings are given, followed by a comprehensive discussion, ultimately culminating in a conclusive statement.

Literature Review
The study by (Nurkhamimi et al., 2016) found multimedia possibilities in the context of Arabic language instruction. Specifically, to develop a prototype of a multimedia courseware focused on teaching Arabic vocabulary. The multimedia initially serves as a tool within the context of e-learning, being integrated into the learning process to facilitate a more relevant and entertaining educational experience for the students. To ensure the efficacy of the design and implementation of this educational tool, it is recommended that educators and

experienced trainers who possess comprehensive knowledge and understanding of learners' intrinsic and extrinsic motivations be responsible for its execution. This approach will contribute to the creation of a thriving edutainment environment.

However (Asmawati et al., 2020) argued that the incorporation of active learning strategies in Arabic instruction is aimed at facilitating students' attainment of Arabic language abilities, specifically al-Istima' (listening) competence, al-Kalaam (speaking) competence, al-Qira'ah (reading) competence, and al-Kitaabah (writing) competence with the implementation of learning are employed: The initial phase of the learning process is the planning stage which encompasses the various processes involved in creating a comprehensive plan for reaching learning objective. The teaching approach emphasises the learning process, which is considered to be of utmost importance. Students' acquisition of knowledge and skills is facilitated by engaging in various activities and utilising their creative abilities—acquiring knowledge and skills through educational experiences.

However, the study by (Basma Ahmad Sedki Dajani et al., 2014)) found that the teacher plays a crucial role in fostering student motivation within the classroom setting. However, the teacher's level of intelligence and intellectual capacity is not the determining factor. The number of research papers authored by a teacher is not a determining factor. Instead, what is important is the teacher's level of preparedness, the effectiveness of their teaching methods, and their ability to design activities that engage and inspire students, fostering excitement and enthusiasm. These factors contribute to a more seamless and enjoyable teaching and learning experience for students and teachers.

(Rosni Samah et al., 2016) In his article entitled "Effective Methods in Learning Arabic Language as a Foreign Language," he shows that students utilised two primary tools for acquiring proficiency in the Arabic language: Arabic resources and language exercises. The Arabic materials encompassed a variety of sources, including textbooks, dictionaries, magazines, newspapers, ads, online resources, cartoon materials, radio programs, TV programs, recorded materials, and interactions with friends, teachers, and native Arabic speakers. The language activities encompass reading, listening, interaction, and writing exercises. The primary focus is on acquiring new vocabulary and constructing sentences. In order to achieve success in the acquisition of new vocabulary and sentence structures, individuals have devised a systematic approach to learning. This approach involves the gathering, enhancing, and application of language skills.

Therefore, we are more focused on the teacher and student rather than the approaches and techniques in teaching Arabic to non-native speakers and the approaches by the students in learning the Arabic language.

Research Question
The literature review has revealed that scholarly investigations have yielded systematic or meta-analysis evaluations on methodologies employed in instructing non-native speakers of Arabic. In recent years, there has been a notable surge in the research volume dedicated to exploring various methodologies for instructing non-native speakers in Arabic. This surge has been driven by both educators and students alike. This observation underscores the significance and growing focus on the instruction of Arabic to those who are not native speakers concerning enhancing educational achievements. While the existing body of research on the instruction of Arabic to non-native learners is sparse, a few studies have used

bibliometric map methods to explore the broader educational landscape around the teaching of Arabic to non-native speakers. This study employs a meta-analysis methodology to examine the topic of teaching Arabic to non-native speakers. It is crucial to do a bibliometric analysis in order to find significant factors, including authors, citations, nations, keywords, publications, universities, and journals. This approach has been the subject of extensive scholarly investigation for the past decade. Prior studies have employed bibliometric approaches to examine the patterns observed in the educational strategies employed for teaching Arabic to individuals who are not native speakers. In order to rectify the deficiencies mentioned above, this study investigates the advancements and trends in literature-based approaches to Arabic instruction and learning, with a specific focus on educators and students, spanning the period from 2010 to September 2023.

There are several questions that we want to answer in these papers, which is:
RQ1. What is the trend in the "approach to teaching Arabic to non-native speakers" according to the year of publication?
RQ2. What are the most cited articles? How are the top author in this field?
RQ 3: What is the top affiliation of the author, and Which countries are into the field of "approach to teaching Arabic to non-native speakers"?
RQ 4: What are the popular keywords related to the study, and have they evolved/ changed during the last ten years? That ccontribute to the creation of a successful edutainment environment.

Methodology

Bibliometrics means the combination, management and investigation of bibliographic information obtained from scientific publications (Verbeek et al., 2002). It also comprises complex techniques, such as document co-citation analysis and general descriptive statistics, such as publishing journals, publication year and main author classification (Wu et al., 2017). An iterative sequence of suitable keywords, literature search and analysis are required for a practical literature review, bibliography building and achieving reliable results (Fahimnia et al., 2015). The following section entails search term adoption, initial search result screening and search result refinement. Journals which specify Clarivate Analytics Journal Citation Reports (JCR) impact factor indicate the journal's high quality (Meier, 2011). Hence, the study tried to restrict to top-tier publications as they may assist in understanding the theoretical perspective regarding evaluating the research domain. For the above reasons, the study depended on the Thomas ISI Web of Science (WoS) database for data collection (Di Stefano et al., 2010).

Furthermore, to guarantee the inclusion of top-tier publications, only articles published in carefully peer-reviewed and high-quality academic journals were considered to exclude books and conference proceedings (Liu et al., 2015). WoS, unlike Elsevier's Scopus, has had strong coverage since 1990. Scopus includes many journals, but the impact is restricted to recent articles (Aghaei Chadegani et al., 2013). Social Science Citation Index (SSCI), Science Citation Index Expanded and Arts and Humanities Citation Index articles from 2010 to December 2020 were explored for analysis. The most widespread overage of citation and bibliographic records in social science and humanities are included in Clarivate Analytics' WoS Core Collection and was, therefore, implemented to retrieve articles in the present study (Aghaei Chadegani et al., 2013).

Data search strategy

The study utilised a screening phase to determine the appropriate search terms for retrieving relevant articles. Using the search query "approaches to teaching Arabic to non-native speakers" in the Scopus database, field in the TITLE-ABS-KEY (approaches AND teaching AND arabic) AND (LIMIT-TO (LANGUAGE , "English") OR LIMIT-TO (LANGUAGE , "Arabic") OR LIMIT-TO (LANGUAGE , "Malay")). The search was further enhanced by incorporating publications published throughout the time spanning from 2010 to 2023. Furthermore, the search scope was restricted to social sciences, arts and humanities and psychology. The procedure mentioned above led to the aggregation of a total of 355 articles. Following that, the query string was then revised in order to ensure that the search phrases "Approaches teaching Arabic" are specifically targeted towards individuals who are non-native speakers. A total of 355 outcomes were produced by this approach, which was subsequently subjected to additional scrutiny to exclusively include research papers written in the English Arabic and Malay language while eliminating article reviews. A comprehensive search query identified 355 articles, which were later employed for bibliometric analysis. This study, conducted in 2023, examines papers retrieved from the Scopus database that specifically address the diverse instructional approaches utilised in teaching individuals who are not native speakers of Arabic.

Data analysis

Data sets containing the study publication year, publication title, author name, journal, citation and keyword in PlainText format were acquired from the Scopus database covering the period 2010 to September 2023 and were analysed in VOSviewer software version 1.6.15. This software was utilised to analyse and form maps by employing the VOS clustering and mapping methods. VOSViewer is an alternative to the Multidimensional Scaling (MDS) approach (Van Eck et al., 2010). It is similar to the MDS approach in terms of its aim, which is focused on placing items in low-dimensional areas in such a manner that the distance between them accurately reflects the relatedness and similarity of any two items (Appio et al., 2014). Unlike MDS, which focuses on the computation of similarity measures such as Jaccard indexes and cosine, VOS implements a more suitable technique for normalising co-occurrence frequencies (Van Eck & Waltman, 2007), such as the association strength (ASij) and it is calculated as:

$$ASij \frac{1}{4} \frac{Cij}{Wiwj}$$

which is "proportional to the ratio between, on the one hand, the observed number of co-occurrences of i and j and, on the other hand, the expected number of co-occurrences of i and j under the assumption that co-occurrences of i and j are statistically independent" (Van Eck et al., 2010). Hence, with the help of this index, the VOSviewer places items in the form of a map after reducing the weighted sum of the squared distances between all item pairs. According to (Appio et al., 2014), the LinLog/modularity normalisation was implemented. Furthermore, by applying visualisation techniques through VOSviewer to the data set, patterns built on mathematical relationships were uncovered, and analyses such as keyword co-occurrence, citation analysis and co-citation analysis were performed.

Findings

This study aims to present an overview of the characteristics and trends in "the approach to teaching Arabic to non-native speakers." readiness research over the past ten years. The findings in this review were discussed following the research questions. This study aims to comprehensively analyse the characteristics and patterns observed in the research on the readiness of "the approach to teaching Arabic to non-native speakers" within the last decade. The analysis of the findings in this review was carried out in alignment with the research inquiries.

Research Question 1

What are the trends in the "approach to teaching Arabic to non-native speakers", as indicated by the year of publication? Which countries have been the most prolific in conducting publications throughout the past decade? Table 1 illustrates the research trajectory of publishing quantities from 2010 to 2023, focusing on "the approach to teaching Arabic to non-native speakers". This research demonstrates the significance of fluctuations in publishing numbers in terms of increases and decreases. A total of 14 articles were published throughout the years 2010 and 2011. During the period spanning from 2012 to 2016, the number of publications ranged from 11 to 20. Subsequently, from 2017 to 2023, the number of papers published varied between 26 to 56. The highest number of publications was 56 articles published in 2022; in addition, only 33 articles were published until September 2023. We notice that the publications in the less were published in 2012 and 2016, representing 11 articles. We can observe that the number of publications decreased from 2017 to 2023, which shows that this title gets more attention than before. The data set analysis revealed that the publications pertaining to "An approach to teaching Arabic to non-native speakers" encompass 46 countries, including unidentified countries. The primary countries with the highest number of publications are Saudi Arabia (47), Malaysia (45), the United States (38), Indonesia (27), Egypt, and the United Arab Emirates (23), the United Kingdom (22), Jordan (17), Australia, Israel (11), among others. According to the data presented in Figure 2, the top 10 countries in terms of native language speakers in this particular category include Saudi Arabia, Egypt, the United Arab Emirates, and Jordan. On the other hand, the second category comprises countries with non-native speakers, namely Malaysia, the United States, Indonesia, the United Kingdom, Australia, and Israel, see Figure 2.
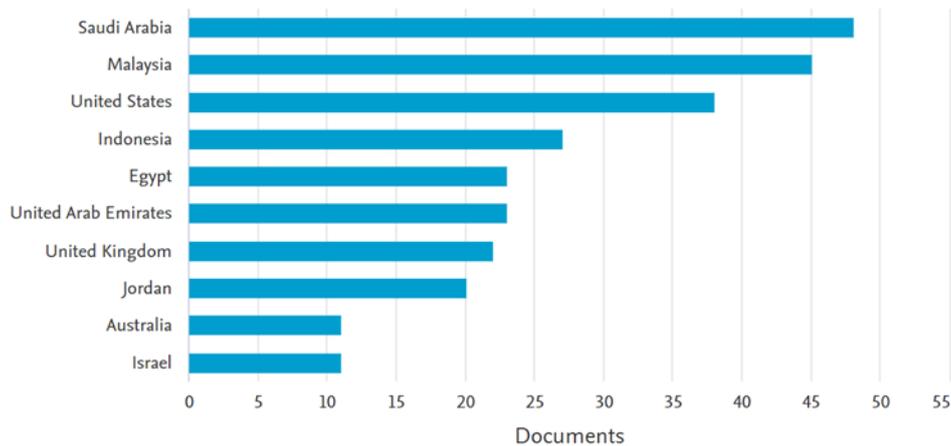
Table 1: Number of Articles Published According to the Last 10 Years

Year	Documents
2023	33
2022	56
2021	37
2020	41
2019	26
2018	28
2017	30
2016	11
2015	17
2014	20
2013	17
2012	11

2011	14
2010	14

Documents by country or territory
Compare the document counts for up to 15 countries/territories.

Figure 1: The Top 10 Countries of Most Publish

Research Question 2

What are the publications and authors with the highest citation counts in the field of "An approach to teaching Arabic to non-native speakers"? The criteria for the content analysis conducted on the article with the highest number of citations included the title of the articles, the years in which they were published, and the authors involved, and the name of the journal in which they were published. These criteria are outlined in Table 2.

**Table 2: The top citations and authors**

Authors	Title	Year	Cited by	Journal
Attia M.; Edge J.	Be(com)ing a Reflexive Researcher: A Developmental Approach to Research Methodology	2017	123	Open Review of Educational Research
Cobb T.; Boulton A.	Classroom Applications of Corpus Analysis	2015	73	The Cambridge Handbook of English Corpus Linguistics
Bacha N.N.	Teaching the Academic Argument in a University EFL Environment	2010	56	Journal of English for Academic Purposes
Schwartz M.; Asli A.	Bilingual Teachers' Language Strategies: The Case of an Arabic-Hebrew Kindergarten in Israel	2014	49	Teaching and Teacher Education
Shamir-Inbal T.;	Facilitating Emergency Remote K-12 Teaching in	2021	48	Journal of Educational Computing Research

Blau I.	Computing-Enhanced Virtual Learning Environments During COVID-19 Pandemic - Blessing or Curse?			
Saloot M.A.; Idris N.; Mahmud R.; Ja'afar S.; Thorleuchter D.; Gani A.	Hadith Data Mining and Classification: A Comparative Analysis	2016	46	Artificial Intelligence Review
Alquraini T.A.	Factors Related to Teachers' Attitudes Towards the Inclusive Education of Students with Severe Intellectual Disabilities in Riyadh, Saudi	2012	39	Journal of Research in Special Educational Needs
Gallagher K.	Bilingual Education in the UAE: Factors, Variables and Critical Questions	2011	34	Education, Business and Society: Contemporary Middle Eastern Issues
Hall Haley M.; Ferro M.S.	Understanding the Perceptions of Arabic and Chinese Teachers Toward Transitioning Into U.S. Schools	2011	31	Foreign Language Annals
Marouf L.; Anwar M.A.	Information-Seeking Behavior of the Social Sciences Faculty at Kuwait University	2010	30	Library Review

According to Table 2, the journal that exhibited the highest productivity and citation count in the field of "Approach Teaching Arabic to Non-Native Speakers" was "Be(com)ing a Reflexive Researcher: A Developmental Approach to Research Methodology" authored by Mariam Attia and Julian Edge (2017) and published in the Open Review of Educational Research Journal. This particular article received a total citation count of 123. Following closely behind is the publication titled "Classroom Applications of Corpus Analysis", found in The Cambridge Handbook of English Corpus Linguistics Journal by Thomas Cobb and Alex Boulton in 2015, a comprehensive compilation of 73 citations.

The article titled "Teaching the Academic Argument in a University EFL Environment" by Nahla Nola Bacha (2010) in the Journal of English for Academic Purposes has received 56 citations from the Journal of Library Review, written by Laila Marouf and Mumtaz A. Anwar (2010), with the lowers ten citations in total 30. This research shows that these 10 top citations range between 2010 and 2017, except for the article "Facilitating Emergency Remote K-12 Teaching in Computing-Enhanced Virtual Learning Environments During COVID-19 Pandemic - Blessing or Curse?" The Journal of Research in Special Educational Needs, by Tamar Ahamir-Inbal and Ina Blau (2021), with citation number 48, based on the research, show from 123 to 30 citation in various title in terms of teaching and learning for non-native

speakers, presented accordingly in Table 2. On the other hand, RQ 2 also shows the highest number of written articles by the authors on the topic of the approach to teaching Arabic to non-native speakers. These were chosen as the analysis criteria, as shown in Figure 2.
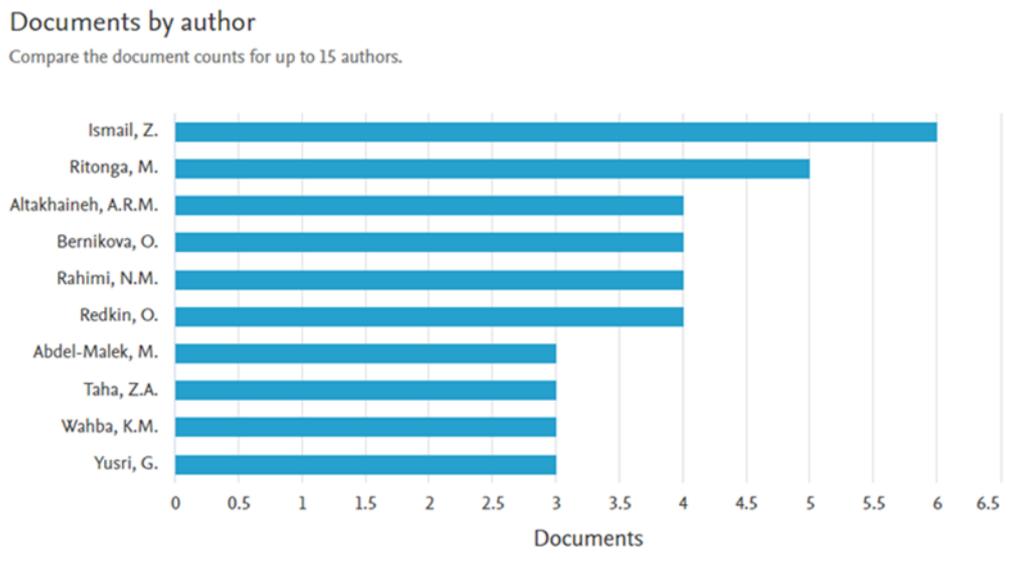

Figure 2: The Prolific Author Writing in the Scopes

Figure 2 shows 10 prolific authors in the approach to teaching Arabic to non-native speakers. Moreover, the most prolific author was "Zawawi Ismail" from Universiti Malaya, Malaysia, with a total number of publications of 6, Followed by "Mahyudin Ritonga" from Faculty of Islamic Studies, Muhammadiyah University of West Sumatera, Indonesia, with total number of publications of 5. Followed by 4 authors with a total number of publications of 4 were written by "Abdel Rahman Mitib Altakhaineh" from Al Ain University of Science and Technology, "Olga Bernikova" from St. Petersburg State University, "Nik Mohd Rahimi" from Universiti Kebangsaan Malaysia and "Oleg Redkin" from St Petersburg State University, and the last total is 3 were there have 3 author in same number publisher which is "Myriam Abdel-Malek" from University of Pittsburgh, Cathedral of Learning, " Zeinab A. Taha, from American University Cairo, "Kassem M. Wahba" from Cornell University, and "Ghazali Yusri" from Universiti Teknologi MARA, this representative data were presented in Figure 2.

Research Question 3
What is the top affiliation of the author, and from which countries are there? The content analysis made for the most productive countries in the approach to teaching Arabic to non-native speakers is shown in Figure 3.
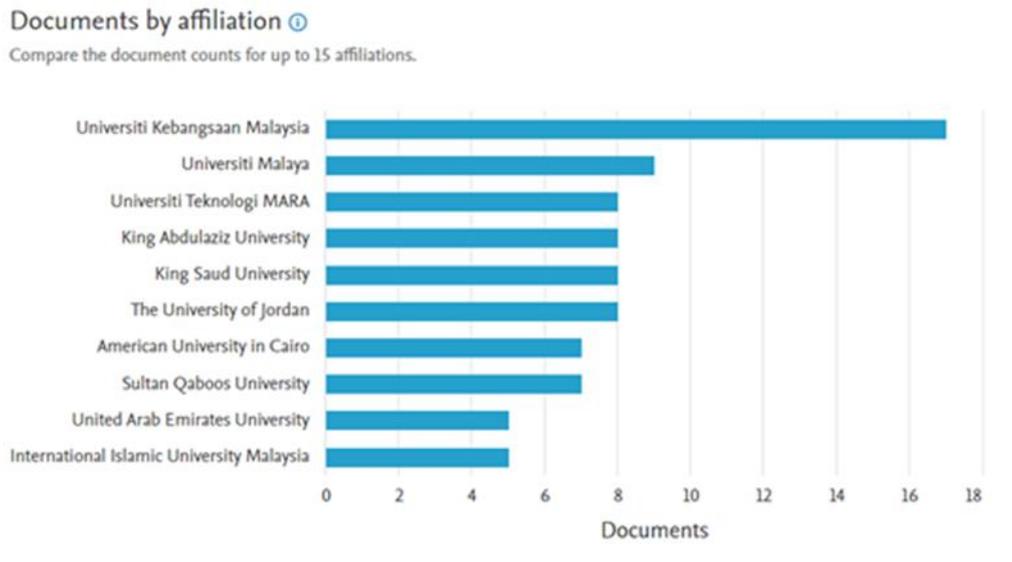
Figure 3: The Affiliation of Author

Figure 3 displays the top ten affiliations that have demonstrated the most productivity in the field of teaching Arabic to those who are not native speakers. The chart illustrates the distributions of the most prolific associations and countries or regions. Most of the authors' associations indicate their expertise in instructing and acquiring proficiency in Arabic, catering to non-native and native speakers. In contrast, numerous universities and countries have gained renown in the field of study under consideration. The university is situated across six countries, boasting author affiliations primarily from the Middle East, where Arabic is spoken as a native language.

Additionally, four other countries from Asia are involved in teaching Arabic to individuals who are not native speakers. For example, the most productive affiliation of the author from Universiti Kebangsaan Malaysia from Malaysia, with a total number of affiliations 17 which is the university from non-native speakers, and King Abdulaziz University from Saudi Arabia, with total number of affiliation 8; the data show that 3 top and the most author affiliation of publication from Malaysia they were Universiti Kebangsaan Malaysia with total number 17, Universiti Malaya with total numbers 9, and Universiti Teknologi MARA with total number affiliation 8, followed by "King Abdulaziz University" and King Saud University from Saudi Arabia and The University of Jordan from Jordan with a total number of affiliation of 8, and followed by "American University in Cairo" and "Sultan Qaboos University from Oman, with the same total number of affiliation 7, and the few total number of affiliation 5 from United Arabic Emirates University from United Arab Emirates and International Islamic University Malaysia from Malaysia. Additionally, Figure 3 showcased many noteworthy and profitable affiliations and techniques employed by different countries in instructing Arabic to individuals who are non-native speakers.

Research Question 4
What are the prevailing terms associated with the field of study, and have they undergone any modifications or transformations over the past decade? A bibliometric analysis was conducted to construct networks of methodologies for instructing Arabic to individuals who are not native speakers and identify the most commonly occurring keywords that elucidate emerging and existing trends in this field. This task's achievement is contingent upon using several

software tools. Specifically, the VOSviewer software is employed for network construction, offering robust capabilities for co-occurrence and citation analysis (Van Eck. N. J. & Waltman, 2013). The co-occurrence network is constructed by analysing the co-occurrence patterns of keywords (Aria & Cuccurullo, 2017), (Callon et al., 1991), and the size of the circles in the network represents the relative frequency of the keywords, while the thickness of the lines reflects the strength of the co-occurrence relationship between the terms.
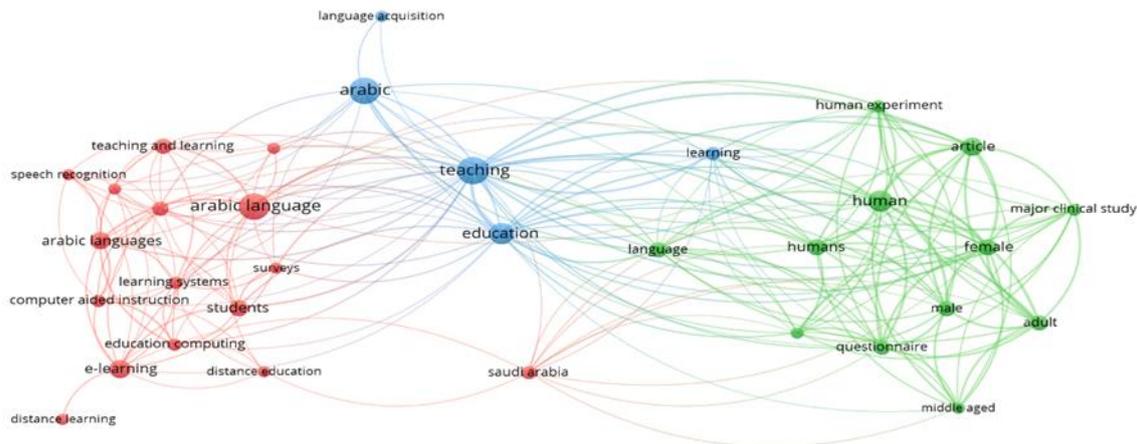
Figure 4: The co-occurrence network of keywords (elaborated with VOSviewer)

The analysis of collaboration between keywords for approaching learning Arabic, as depicted in Figure 4, reveals the following findings: The present research yielded a cumulative link strength of 647, totalling 214 links, in 3 sub-areas (clusters). This relevant cooperative keyword cluster is sent in different colours and focuses on keywords in teaching Arabic. The contemporary cooperative keyword cluster, available in several colours, signifies an emphasis on keyword instruction in the context of teaching Arabic. Upon analysing the co-occurrences network visualisation map (see Figure 5), the purpose was to gain insights into the existing research gap on the subject matter. The most prominent cluster consists of 16 items, primarily represented by red. Notable items within this cluster include "Arabic language", "teaching and learning", "speech recognition", "student", and other items. A green colour characterises the second cluster and consists of 12 items. Notably, the most prevalent items within this cluster include "human", "female", "articles", "adult" and other items. The third cluster is the smallest in blue colures; in this cluster, there are 5 items: "Arabic", "education", "language", "acquisition", "learning", and "teaching". The co-occurrence analysis was performed to identify the research gap using the provided keywords on teaching. The analysis revealed that the team's "teaching" exhibited a link strength of 101 instances out of 647 criteria and formed distinct co-occurrences with 30 lines.

In contrast, the team's "education" displayed a total link strength of 72 instances out of 647 criteria and co-occurred with 25 lines. The three keywords, "middle age", "distance learning," and "distance education," do not appear to have any direct connection within the teaching cluster. Similarly, the keywords "Saudi Arabia" and "language acquisition" do not appear to have any direct connection inside the education cluster.
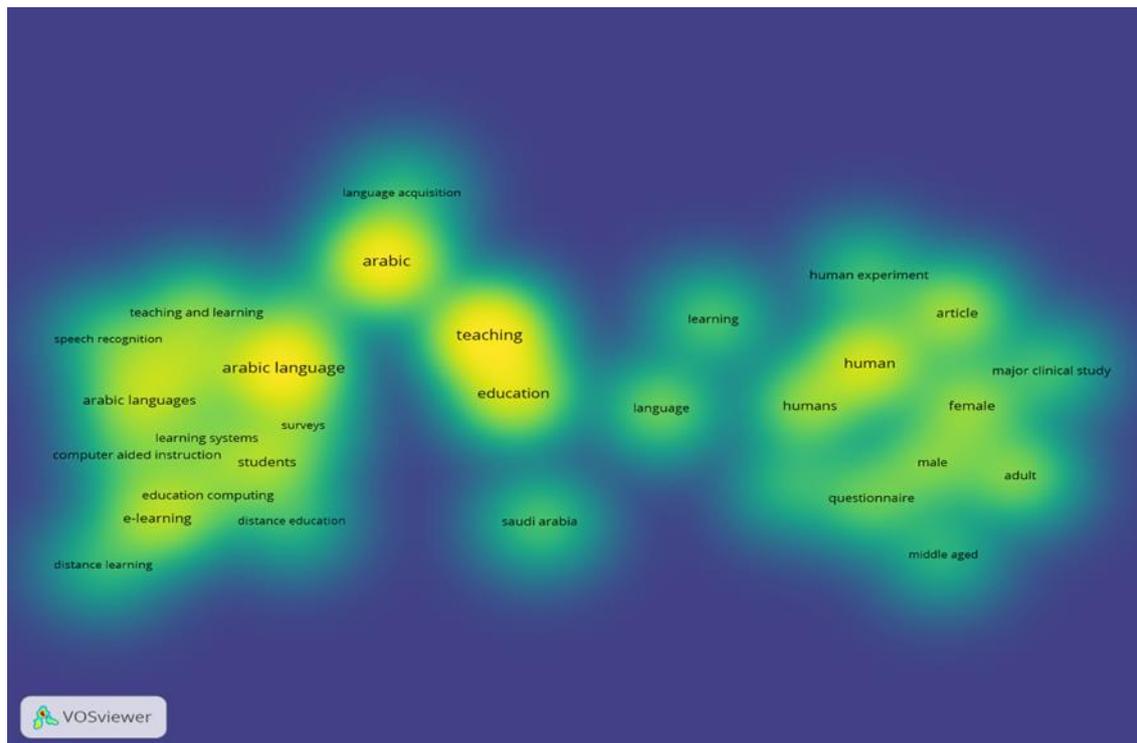
Figure 5: The co-occurrence Density visualisation of the keyword (elaborated with VOSviewer)

Figure 5 depicts the density heat map representing the keywords, derived from an analytical methodology employed for studying Arabic language instruction between 2010 and 2023. The density map indicates that keywords with a larger diameter of the largest circle and a more yellow colour are associated with higher density, indicating a higher frequency of occurrence. Conversely, when the colour fades or blends with the green backdrop, it suggests a lower frequency of occurrence (Tupan, 2019). The five most frequently utilised keywords with a high degree of brightness are "teaching" (occurring 30 times), "Arabic" and "Arabic language" (occurring 27 times), "education," and "human" (occurring 18 times). The frequent occurrence of the terms "Arabic" and "Arabic language" as the top two mentions (27 times), in addition to the prominence of "education" and "human" as the third-ranked terms, suggests the significant impact and significance of language instruction in this particular domain. Furthermore, the graphic exhibits a notable occurrence of faded colours, precisely "Middle Ages," "survey," "questionnaire," "language acquisition," "augmented reality," "speech recognition," "natural language processing," "distance learning," and "distance education."

Conclusion

The teaching and learning of the Arabic language are not devoid of problems for native speakers, but at the same time, it also applies to non-Arabic speakers, as they face some different and varied problems. The problems and difficulties have nothing to do with the essence of the Arabic language. However, the matter is due to the element of education or the methods or approaches of learning Arabic. The approaching teaching for non-Arabic speakers still requires many standards that qualify them to perform their function. These educational institutions have faced many difficulties and challenges in order to teach.

Moreover, in recent times, the interest in Arabic is growing daily because of its great importance in society and the world, especially regarding the culture or economy. They are

for this paper will conduct the study using bibliometric analyses of academic papers from scopes on the topic "the approaching teaching Arabic for non-native speakers" from 2010 to 2023. At first, we start by identifying general distributions, such as publication and citation trends, authors, affiliations, nations, etc. The distributions of annual degrees of collaboration are examined from the perspective of country, affiliation, and author. The highest citation in this area, with a total number of 123, is in the title of the research, "Be(coming) a reflexive researcher: a developmental approach to research methodology", and when we focus on the author, affiliation, and country for this topic, we can conclude that the most area research is focused on the countries that have teaching the Arabic language, whether they are from the Middle East or Asia. Finally, the study also found that the co-occurrence network and density visualisation of keywords show connections between the cluster with the item and the link; moreover, the bright colours of the heat show the frequency of use of the keyword compared to the light colour of the heat, where it shows the little use of the words.

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