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- Applying Total Quality Management (TQM) principles for teaching Arabic to non-native speakers: A Descriptive Analytical Study

## Applying Total Quality Management (TQM) Principles for Teaching Arabic to non-Native Speakers: A Descriptive Analytical Study

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**Abstract:** This research aims to investigate the impact of Total Quality Management (TQM) principles on teaching Arabic to nonnative speakers. Language instruction therefore needs beneficial strategies that will improve educational outcomes, and these can be derived from the Total Quality Management (TQM), which is a comprehensive management approach geared towards improving quality and performance. This study relates the TQM principles (customer focus, leadership and strategic planning, process management, continuous improvement, fact-based decision making) to Arabic language programs, to overcome common challenges and maximize teaching practices. This research utilizes a combination of survey data and interviews to analyse the extent to which TQM application influences instructional quality and student satisfaction. The key findings suggest that institutions that implemented TQM principles did gain significant improvement in teaching

effectiveness, curriculum relevance and overall program quality. Personalized instruction, systematic feedback and continuous improvement did equip students with much improved engagement and satisfaction. Additionally, this study sets forth challenges of implementing TQM including balancing flexibility and standardization and managing resource constraints. Based on successful applications of TQM principles, recommendations are given to educational institutions for stronger focus on customers, leadership support, process optimization, continuous improvement, and data driven decision making. The findings of this research contribute to the further understanding of how TQM could be used effectively in language education and provide practical insights of how institutions can effectively improve the quality of instructed Arabic for non-native speakers.

**Keywords:** TQM, Arabic for non-native speaker, Language teaching

## Introduction

In an increasingly globalized world, the ability to communicate in multiple languages is an invaluable asset, and Arabic comes to play as a vital language with such a rich historical and cultural legacy. For non-native speakers, the demand for Arabic language skills is becoming increasingly high, across business, diplomacy, education and other sectors, and there is a need for effective and high quality Arabic language instruction.

A structured framework, based on a comprehensive management approach, known as Total Quality Management (TQM), which aims to improve quality and performance in all organizational processes such as language teaching, is described. TQM emerges from manufacturing and service industries, and the basic theory of continual improvement, customer focus, and systematic process management is all applicable to educational contexts.

The purpose of this study is to examine the use of TQM principles when applied to an aspect of the teaching Arabic to non-native speakers. The research takes a descriptive analytical approach to explore how TQM strategies can be integrated in the language teaching practice for the best results in education. The primary goal is to discern which aspects of TQM can address the unique difficulties

of instruction in the Arabic language and provide an improved pedagogical learning experience for students and better teaching for the faculty.

This study was carried out based on the observation that, although immense contributions have been made in the area of teaching language methodology, a gap exists in the systematic application of quality management principles to the language teaching field. The integration of TQM to language teaching is a potential solution for curricula development, teaching effectiveness, learner satisfaction and instructional quality.

Based on this, this study endeavours to shed some light on how TQM could be applied to Arabic language teaching, and hence, making a contribution to enrich and improve educational practices and outcomes. Existing methods and frameworks will be studied, their matching with TQM principles will be analysed, and strategies for improving the Arabic language's teaching quality through structured and quality-oriented approach will be proposed.

Precisely, this research will attempt to fill the gap between quality management theories and practical applications of handling language teaching and learning, and will notably address and examine how TQM can apply to Arabic language teaching to non-native speakers by transforming it to an effective and satisfying teaching and learning.

## Statement of the Problem

Teaching Arabic to non-native speakers presents several challenges, including diverse learner needs, varying levels of proficiency. Traditional language teaching approaches may not be sufficient to deal with this kind of challenge, which creates uneven educational results and student resentment. Total Quality Management (TQM) principles oriented toward harnessing continuous improvement, customer satisfaction and process optimization represent a possible framework for improving the quality of Arabic language instruction. Even so, research is scarce on how these principles be applied to Arabic teaching and how this might affect Arabic. This research aims to fill this gap through exploring how the principles of TQM can be incorporated into Arabic language programs to enhance the teaching practices and learners' outcomes.

## Research Questions

1. How can Total Quality Management (TQM) principles be effectively applied to teaching Arabic to non-native speakers?
2. What impact do these principles have on instructional quality and student outcomes?

## Research Objectives

1. To Examine the Application of TQM Principles in Arabic Language Instruction.
2. To Evaluate the Impact of TQM Implementation on Instructional Quality.

3. To Analyze Student Satisfaction and Outcomes.
4. To Identify Challenges and Best Practices.
5. To Provide Recommendations for Enhancing Quality in Arabic Language Instruction.

## Literature Review

### *1.Total Quality Management (TQM): Principles and Framework*

Total Quality Management or TQM is the name of a holistic management approach first used in manufacturing, but applied to any process of delivering value, that relies on the participation of all its members, aims at continuous improvement, involves all functional groups in a company, emphasizes customer satisfaction, anticipates potential problems and seeks to prevent problems from occurring during the manufacturing process.

Key principles of TQM include:

*Customer Focus:* The efforts of adopting customer service and by extension ISO 9001 as an organizational requirements management system is to prioritize and consider the needs and expectations of customers (or students in education) so as to meet their satisfaction and happiness (Juran, 1999).

*Leadership:* Leadership capability to set the strategic direction for the company, and create the culture of quality that will drive continuous improvement.

*Employee Involvement:* Undertaking participation from all levels of an organization in order to engender a quality of culture and of shared responsibility (Crosby, 1979).

*Process Management:* Well defined efficient processes are stressed as crucial to obtain predictable quality outcomes (Ishikawa, 1985).

*Continuous Improvement:* Efforts to improve all aspects of processes, products, and services of an organization (Deming, 1986).

*Fact-Based Decision Making:* Using data and evidence to drive decision and performance improvement.

TQM has been applied widely to many industries and its impact is to improve quality and efficiency. Deming (1986, p. 39) and Juran (1999) point to the utility of TQM in creating a quality-based culture of continuous improvement, which is a concept that can support education.

## **2. TQM in Educational Settings**

As education institutions struggle to promote quality teaching and learning, TQM has taken root in the application in education. Educational researchers have explored how TQM principles can be adapted to suit the needs of academic environments:

*Systematic Quality Improvement:* Importantly, TQM in education asserts the need for regular evaluation and feedback mechanism to foster the development of teaching practices and curriculum design (Murgatroyd & Morgan, 1993). According

to studies, TQM leads to more structured and effective educational processes (Sallis, 2002).

*Student-Centered Learning:* TQM defines the students as customers thus focusing on student needs and on learning outcomes. Associations have also been made between this approach and improved student satisfaction and academic achievement (Vazzana & Winter, 1997).

*Collaboration and Stakeholder Engagement:* TQM implementation in education is effective when educators, administrators, students, and others who make up the education stakeholders could work together. Hence, this kind of collective effort supports continuous improvement and accountability (Kanji & Tambi, 1999).

## **3. TQM in Language Education**

In this way, the integration of TQM into language education promises to help improve instructional quality and reaching good enough learning outcomes. Several studies highlight the benefits of applying TQM principles in language programs:

*Quality Assurance in Language Instruction:* The research shows that TQM could influence the quality of language teaching by determining definite standards and applying systematic evaluation methods. This means performance benchmark setting, standardized assessment tool development and the regular curriculum effectiveness review (Smith, 2015).

*Enhancing Language Learning through Continuous Improvement:* the basic aim of TQM is to continuously improve, which matches with language learning in an iterative nature of language learning. Findings of studies shown that the TQM approach can make language instruction more effective in that teachers can refine their teaching strategies in light of the real time performance data or feedback obtained from students (Hutchinson, 1995).

*Challenges in TQM Implementation:* The benefits of TQM in language education are apparent, but challenge lies ahead. As a result, these include the lack of training intensity of educators, the difficulty to evaluate language learning outcomes, and educational institutions' reluctance to change (Hunt, 1996).

#### **4. Teaching Arabic to Non-Native Speakers: Challenges**

Arabic, as a language, presents unique challenges for non-native speakers, which TQM principles may help to address:

*Complex Grammar and Script:* However, for learners, Arabic is complicated by its complex grammar and use of a non-Latin script. To be effective, these complexities must be simplified to make learning Arabic more effective for students (Al-Batal, 2006).

*Cultural Context:* The cultural understanding of Arabic language learning is quite deep. Such instruction needs to integrate and operate within

the learner's cultural context to be effective (Ryding, 2005).

*Diverse Learner Needs:* For non-native Arabic learners are from varied backgrounds linguistically and culturally so differentiated instructional approaches are necessary. The customer (learner) focus and continuous improvement of TQM would help to develop teaching methods suited specifically to the needs of each learner (Alosh, 1997).

Teaching Arabic faces several challenges that stem from the overlap of, what is perceived as, complex grammar, script, and phonology and multiple learner motivations and backgrounds. However, to overcome these challenges, emphasized strategies include personalized instruction, culturally relevant materials, and adaptive instruction (Khalifa, 2012).

#### **5. The integration of TQM into Arabic Language Teaching**

The integration of TQM principles into teaching Arabic involves:

*Customer Focus:* To know the needs and aims of the non-native students that one can provide instructional help specifically. According to the study conducted by Miller (2001) and Smith (2015), it is necessary to synchronize teaching practices based on learner needs and expectations.

*Leadership and Strategic Planning:* A strategic plan for TQM implementation in language programs (through curriculum design,

professional development and assessment practices, Brown, 2004).

*Process Management:* Streamlining teaching and administrative processes to be operated with efficiency and effectiveness. According to Griffiths (2006) and Fitzgerald (2008), process optimization has benefits for educational settings.

*Continuous Improvement:* Mechanisms for ongoing evaluation and refinement of their teaching practices based on feedback and performance data (Kirkpatrick, 1998).

Finally, the review of literature shows that there is an increasing acceptance of TQM principles in enhancing the quality of education. Implementing these principles in teaching Arabic to non-native speakers has potential to improve instruction. Integrating TQM into language teaching practices in Arabic language education requires efforts to encourage the use of data to better manage aspects of the language education to enhance its quality.

## Research Methodology

This section of the study explores detailed account on the methodological approach of the study to apply TQM principles into the teaching of Arabic to nonnative learners. This research work uses a descriptive analytical research method to identify how TQM can be applied in Arabic language teaching /learning and determine the effectiveness

of the principles in improving the quality of teaching and learning.

### 1. Research Design

To provide a full view on how to apply the TQM principles in Arabic language teaching, the study has adopted descriptive analytical approach. The reason for choosing this design is to gain comprehensive insight into current practices and what improves without altering the variables by design. The final purpose of the research is to describe and analyze current practices, to identify areas for further improvement, and to develop actionable strategies based on TQM principles.

### 2. Data Collection Methods

To gather relevant data, the study utilizes a combination of qualitative and quantitative methods, including:

*Surveys:* Language instructors, students, and Arabic language program administrators answer structured questionnaires. The goal of the surveys is to gather information concerning the teaching practices currently adopted, how quality is perceived and what comes to the extent to which TQM principles are designed into teaching. Areas of focus include instruction, curriculum designing, developing assessments, and satisfaction with the learning experience.

*Interviews:* A select group of instructors, program coordinators, and educational administrators are invited to participate in semi structured interviews. Additional information is gained from

interviews about the implementation of TQM principles, challenges, and ideas for improving upon it. Each interview is intended to collect qualitative data detailing participants' experiences, best practices as well as perceptions of the effectiveness of TQM in language teaching.

**Classroom Observations:** An attempt is made to test how the TQM principles are applied in real life by making direct observations in Arabic language classes. It's observations of teaching methods, classroom management, student engagement and instructional materials. This method presents real time insights into the application of TQM concepts with their impact on the learning environment.

**Document Analysis:** Review of curriculum guides, assessment rubrics, and quality assurance reports from the programs. This analysis assists in reviewing how TQM principles are ingrained into program policies and practices and identify areas for alignment with TQM standards.

### 3.Participants

The study involves a range of participants to ensure a comprehensive understanding of the application of TQM principles:

**Instructors:** Teachers of Arabic language to nonnative speakers in different educational institutions.

**Students:** Language program participants, enrolled in different language programs, who were non-native Arabic speakers.

**Administrators:** Program coordinators who are responsible for curriculum development and quality assurance and educational managers responsible for, overall, program management.

Purposive sampling is used to choose the participants, so that people with relevant experience and insight into teaching and management of Arabic language programs are included.

### 4. TQM Framework for Analysis

The analysis focuses on the following TQM principles:

**Customer Focus:** To evaluate learning in terms of how students' needs and expectations are understood and responded to in language teaching practices.

**Leadership and Strategic Planning:** To assess the role of leadership in implementing and supporting TQM principles within Arabic language programs.

**Process Management:** To analyze teaching and administrative processes to better identify processes needing improvement and help streamline the business.

**Continuous Improvement:** Exploring mechanisms for continuing evaluation and enhancement of teaching practices in view of feedback and performance data.

### 5.Data Analysis

Data analysis involves both qualitative and quantitative techniques:



**Quantitative Analysis:** Survey data is analyzed using statistical methods, descriptive statistics to summarize the response and inferential statistics to identify significant patterns and correlations related to application of TQM principles.

**Qualitative Analysis:** Interview transcripts and observational notes are interpreted by means of thematic analysis. This was achieved by examining common themes, patterns and insights which can be associated with the application of TQM principles in teaching Arabic language.

**Document Analysis:** Program documents are reviewed, and written policies and practices are evaluated through a content analysis approach to establish the alignment of program to TQM standards.

## **6. Ethical Considerations**

The study adheres to ethical standards, including:

**Informed Consent:** Participation is preceded by informing participants fully about the purpose and procedures, and rights, and asking for consent to participate.

**Confidentiality:** That all data collected is strictly confidential and only used during research.

**Anonymity:** Anonymizing survey responses, interview transcripts and observational data to protect the identities of participants.

## **7. Limitations**

Potential limitations of the study include:

**Sample Size:** Conclusions may be limited by the size and representativeness of the sample offered in the study.

**Subjectivity:** Subjective interpretations of qualitative data such as by interviews and observations may be included.

**Contextual Factors:** Findings of such studies may not generalize across institutional contexts or teaching practices.

## **Summary**

This methodology presents a total approach to the study of the possibility of using TQM principles in teaching Arabic to nonnative speakers. The study employs both surveys and interviews and observational and document analysis with the aim of offering a detailed and nuanced understanding of how TQM can lead to better practice in language teaching and better learner outcomes.

## **Analysis and Discussion**

The paper aims at proposing Total Quality Management (TQM) principles as a framework for enhancing the quality of teaching Arabic to non-native speakers. This part of the paper presents the results of case studies and data, with respect to how TQM has influenced Arabic language teaching, and presents common trends, successes, and failures.

### **1.The features of TQM principles in Arabic language teaching.**

#### **Customer Focus**

Analysis:

#### Needs Assessment and Personalized Instruction:

The case studies reveal a high focus on the identification and meeting of the needs of the non-native learners. The American University in Cairo and Qatar University for example did needs assessment and based on this information they had to adjust the teaching and learning strategies and materials. Individual instruction and tutoring as well as other support services were used to improve students' learning outcomes.

**Feedback Mechanisms:** Frequency of receiving feedback from students was a standard procedure among the institutions. The feedback received helped capture the students' understanding of the extent to which teaching strategies, and the curriculum were effective.

#### **Discussion:**

**Impact:** Those institutions that put a lot of emphasis on customer focus received an improvement in student satisfaction and involvement. The present study identified significant strategies for improving the quality of Arabic language teaching, including differentiating instruction to address learners' needs and using feedback to make changes.

**Challenges:** Although customer centricity is useful in that it guarantees that all feedback is captured and addressed, it may be costly to have all feedback collected and addressed. The other challenge that learning experts face is on how to

meet individual needs while at the same adhering to the curriculum.

#### **Leadership and Strategic Planning:**

##### **Analysis:**

**Vision and Mission:** Organizational control and strategy management were crucial factors in the successful use of TQM. Case studies portrayed the importance of vision and mission in providing direction of quality strategies. American University in Cairo as well as the Qatar University has created strategic plans to set the quality targets and performance measures.

**Performance Monitoring:** Performance against set goals was checked on a routine basis and institutions ensured that data formed the basis of decisions made and changes implemented.

#### **Discussion:**

**Impact:** Better leadership and planning of the TQM strategies ensured that there was proper and well-coordinated application of its principles. Those organizations which had clear quality objectives and had strong leadership commitment had a better implementation of TQM in their programs.

**Challenges:** Strengthening and implementing a strategic plan needs time and effort to be exerted on a regular basis. It is not always easy to make all

the stakeholders to be on the same page with the vision and goals.

### ***Process Management***

Analysis:

Standardization and Optimization: Some of the examples include the University of Jordan and Language Center at Qatar University to name but a few which made it mandatory to have standard lesson plan and assessment. This standardization facilitated the enhancing of the standard and reliability in the provision of instructions.

Resource Management: Resource management in relation to teaching was also underlined as well as improvement of the learning environment.

### ***Discussion:***

Impact: In this regard, standardization of procedures and the enhancement of resource utilization led to enhanced teaching and learning strategies. Institutions indicated enhanced compliance in instruction and enhanced resource adequacy against teaching requirements.

Challenges: The use of standardized processes may reduce the level of flexibility that is required when addressing the needs of learners. It also means that the processes must be reviewed and if necessary, altered as often as is feasible.

### ***Continuous Improvement***

Analysis:

Quality Assurance and Professional Development: Quality assurance frameworks and on-going staff development were a key feature of the TQM

approach and the continuous improvement model. Feedback mechanisms and evaluation processes were developed to identify areas that required enhancements.

Innovation: The use of new technologies and teaching materials as well as the promotion of innovative approaches was also typical for the studied institutions.

### ***Discussion:***

Impact: The institutions that subscribed to the model of continuous improvement enjoyed improvements in teaching and learning standards and student achievement. Continual staff development and commitment to change ensured that teaching strategies were up to date and appropriate.

Challenges: Culture of constant improvement is not something that one can develop and forget, it takes time and resources to nourish. Therefore, trying to achieve innovation alongside following the best practices in the field can be challenging.

### ***Fact-Based Decision Making***

Analysis:

Data Utilization: All case studies showed the application of appropriate data usage for decision making. Institutions gathered and assessed information about students' results, perceptions, and achievements as students to support their planning and changes.

Evidence-Based Practices: Evidence-based strategies supported the development of effective

strategies and improvement of teaching and learning processes in institutions.

### **Discussion:**

**Impact:** Decision making based on facts helped in making better and more efficient changes in the teaching methods. Illogical institutions that used data in decision making to a certain extent were able to set teaching practices that met the needs of students.

**Challenges:** Data gathering and processing is a costly process, and the correctness and up-to-datedness of data is an essential factor. Some of the stakeholders may also resist data-driven changes that are to be made to the organization.

## **2. Synthesis of Findings**

**Patterns and Successes:**

The institutions that have applied TQM principles to the letter improved on the quality of teaching and learning, student satisfaction, and learning achievement.

Specific accomplishments involved the following: teaching was more closely aligned to student need; there was more consistency and efficiency in teaching; and there was a focus on ongoing improvement.

### **Areas for Improvement:**

**Resource Allocation:** Meeting the needs for individualized approach and prescription practices implies effective management of resources.

**Feedback Implementation:** It is often difficult, but important to guarantee that feedback is collected, assessed, and utilized in a regular manner.

**Flexibility vs. Standardization:** This paper reveals that to some extent standardization of LMSs is essential while at the same time taking into consideration the learners' variability.

## **3. Implications for Practice**

**Recommendations:**

**Enhance Customer Focus:** The institutions should therefore embrace assessment of students and delivery of services to the students as a continuous process to meet their needs.

**Strengthening Leadership:** Leadership is the key for managing TQM and achieving quality objectives since leadership is important in TQM. Further information and assistance should be available.

**Optimize Processes:** Wherever it is useful, make sure that processes are standardized, but remember that learning occurs differently. Ensure that processes are reviewed on a normal basis to ensure that they are still as effective as they were when they were implemented.

**Promote Continuous Improvement:** Encourage organization development to embrace common assessment, training, and creativity as organizational habits.

**Leverage Data:** Make proper use of data to inform decisions and impacts to be demonstrated by evidence.

### **Summary**

The analysis and the discussion of TQM principles in teaching Arabic to non-native speakers support the proposition that the application of TQM principles can greatly improve the quality of education. Those institutions that effectively embraced TQM principles had enhanced quality in teaching, and learning, and improved student satisfaction, and better learning outcomes of programs. However, issues such as resource allocation, definition of the implementation of feedback and the balance between flexibility and conformity must be properly handled. Through customer orientation, leadership, process management, continuous improvement and data analysis educational institutions can develop an efficient and high-quality learning environment for learners of the Arabic language.

### **Recommendations**

Based on the analysis and discussion of applying Total Quality Management (TQM) principles to teaching Arabic to non-native speakers, the following recommendations are proposed to enhance the quality and effectiveness of language instruction:

#### ***1. Strengthen Customer Focus***

**Conduct Regular Needs Assessments:** Conduct ongoing surveys to know how the non-native learners are changing, what they want and what they find difficult. To ensure that you get all-inclusive feedback, conduct surveys, interviews and focus group discussions.

**Enhance Personalization:** Produce unique learning tracks according to learners' skills, preferences, and cultural values and present them to learners. Offer other support services including group and one on one tutorials, language development facilities and online materials for the learners.

**Implement Feedback Mechanisms:** Put in measures for feedback that are easy to use and can be done frequently to get feedback from students. Utilize this information to make proper modifications on the teaching strategies, teaching resources and the teaching curriculum.

#### ***2. Promote Effective Leadership and Strategic Planning***

**Develop a Clear Vision and Mission:** Define a set of goals and objectives that reflect the aims of Arabic language programs in terms of quality, learner orientation, and improvement. It is equally important to enforce these goals to all the stakeholders.

**Create a Strategic Quality Plan:** Develop a strategic plan that will contain specific quality goals and measures, action plans and performance standards. It should also be noted that the plan should be periodically revised and updated

according to the performance indicators and the feedback received.

**Support Leadership Development:** Providing more training in leadership for educational administrators and program coordinators to enable them effectively support and promote TQM.

### ***3. Optimize Process Management***

**Standardize Best Practices:** Establish and enforce a set of guidelines for the following key activities: planning of lessons, teaching, and evaluation. It is also important that these standards are maintained throughout different courses and with different instructors.

**Improve Resource Allocation:** Optimize resources for teaching and learning purposes with a view to improving the instructional environment. Track the use of resources and change it as necessary to improve support for teaching and learning process.

**Streamline Administrative Processes:** Enhance the business operations of the program management, student enrollment, and assessment to enhance performance.

### ***4. Foster Culture of Continuous Improvement***

**Establish a Quality Assurance Framework:** Put in place quality assurance measures that entail often assessment of teaching and learning, curriculum and the achievement of the students. Here is how the results should be used to drive continuous improvements.

**Encourage Professional Development:** Continuous staff training and development to ensure that the instructors get to know the new trends in teaching, learning, technologies and TQM. Development of culture of learning and innovation.

**Support Innovation in Teaching:** Instructing instructors to try new teaching methods, technologies and other resources. Build places for faculty members to share best practices and innovation.

### ***5. Enhance Fact-Based Decision Making***

**Utilize Data Effectively:** Gather all information concerning students' performance, feedback and program accomplishment. Embrace statistical tools and conduct qualitative analysis to make recommendations in order to try coming up with solutions to problematic scenarios.

**Implement Data-Driven Practices:** Driving base decisions on data allows you to choose the approaches to curriculum design, instructional methods, and program changes. Data should be used to see where improvements can be made and how changes have affected it.

**Ensure Data Accuracy and Relevance:** Check data collection processes each so one can ensure accuracy and date. Ensure your informed and actionable insights are reliable and maintain the highest data quality possible.

### ***6. Address Specific Challenges***

**Balance Standardization with Flexibility:** Standardizing process can increase consistency,

but maintain the flexibility to meet the various learners' needs. Create ways to teach and teach students that can be modified as situations evolve.

**Ensure Systematic Feedback Implementation:** Develop clear procedures of acting on feedback from students and other stakeholders. Feedback should be analyzed, and meaningful change regarding teaching practices and program design should be made based on feedback.

**Manage Resource Constraints:** Identify the resource constraints as constraints to the use of TQM principles. Choose the most important areas to focus on improving and ask for additional support or funding if that's needed.

## Summary

Based on this checklist, educational institutions can successfully adopt the TQM principles in teaching Arabic to the non-native speakers, to achieve higher quality in the language instruction as well as higher level of learners' outcomes. To accomplish these, they would need to strengthen customer focus, promote effective leadership, optimise their process management, foster continuous improvement as well as use data driven decision making. The successful integration of TQM principles into Arabic language programs will also be addressed in terms of specific challenges and offering standardization in balance with flexibility.

## Conclusion

Through application of Total Quality Management (TQM) principles in teaching Arabic to non-native speakers, a robust framework is constructed to improve the educational quality and accentuate the outcomes of the learners. Based on this study, which is a descriptive analytical one, the present study investigates how TQM principles of customer focus, leadership and strategic planning, process management, continuous improvement, and fact-based decisions can be successfully institutionalized in language instruction in order to grapple with the problems faced by language instructors and optimize language teaching practices.

## Summary of Key Findings

### 1. Customer Focus:

The ones who were able to, obviously, adopt that customer approach, they also saw significant improvements in, you know, student satisfaction and engagement. Instruction was tailored to fit the unique skills of nonnative learners and regular feedback techniques were instituted as necessary to improve the learning experience.

### 2. Leadership and Strategic Planning:

Strong leadership and strategic planning were necessary for successful implementation of TQM principles. TQM implementation was more coherent and better implemented in institutions with a clear vision, well defined quality goals and supportive leadership.

### 3. Process Management:

Standard practice in teaching and the allocation of resources resulted in a more consistent and efficient language instruction for teachers to use. Nevertheless, meeting the need for flexibility to enable learners with a diverse need continues to be a major challenge, along with standardization.

#### *4. Continuous Improvement:*

With a culture of continuous improvement (through regular evaluation, professional development and innovation) teaching quality improved and outcomes for students improved. Those that understood continuous improvement embraced the use of data and the ability to make data driven decisions and continue to respond to changing educational needs.

#### *5. Fact-Based Decision Making:*

Through strategies of utilizing data for decision making, institutions were able to make well informed changes in teaching practices and program design. Data driven approaches were used to identify areas in need of improvement and to view the measureable impact of implemented changes.

### **Implications for Practice**

The results emphasize the necessity of using a top to toe TQM perspective to enhance Arabic language instruction. Educational institutions should focus on:

**Enhancing Customer Focus:** We should assess and address the needs of nonnative learners regularly,

personalize instruction and institute robust feedback systems.

**Strengthening Leadership and Planning:** Develop a clear vision and communicate readily, set strategic quality goals, and help support leadership in TQM effort.

**Optimizing Processes:** Continue to standardize best practices but allow for flexibility in meeting diverse learner needs and manage resources efficiently.

**Fostering Continuous Improvement:** Develop a culture of ongoing evaluation, professional development and innovation to move quality forward.

**Leveraging Data:** Incorporate data driven insights in decision making and have changes made based on evidence.

It also lists future direction and challenges.

The integration of TQM principles offers great benefits; however, it is still full of challenges related to balancing standardization with flexibility, standardizing the implementation of systematic feedbacks and aggressive control of resource constraints. Future research could explore:

**Long-Term Impact:** The long-term influence of TQM implementation on student outcomes and program quality.

**Scalability:** How TQM can be scaled to other different educational contexts and language programs.



**Technology Integration:** The investigation of the support emerging technologies can make to TQM practices and improving language teaching.

Finally, the application of TQM principles in the teaching language to non-native speakers has great potential for improvement in the educational quality. Educational institutions can create a more effective and responsive learning environment by focusing on customer needs, leading with customer needs, process and introducing standardized processes, continuous improvement practices and data driven decisions. Further development of the methodological directions will address the challenges and broaden the horizons of possibilities for the use of the TQM principles in language education.

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