Journal of Arabic Literature, Teaching and Learning
https://jaliter.intischolar.id/index.php/jaliter

Arabic Language Education Students' Perceptions of the Use of the TikTok App

Muhammad Gusti Fajri[1], Tria Febriani[1], Rahmat Satria Dinata[1], Rifki Zaitul Ikhlas[2]
[1]Universitas Islam Negeri Imam Bonjol Padang, Indonesia
[2]Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
gustifajri@gmail.com*

Article Information:
Received May 15, 2026
Revised June 20, 2026
Accepted July 28, 2026

Keywords: *Student perceptions, social media, TikTok, arabic language education*

Abstract

Advances in digital technology have driven an increase in social media use among college students, including the TikTok app. TikTok is used not only as a form of entertainment but also as a medium for obtaining information and interacting with other users. This study aims to examine the perceptions of Arabic Language Education students regarding the use of the TikTok app. This study employs a quantitative approach using a descriptive method. The results indicate that Arabic Language Education students' perceptions of the TikTok app's use yielded an average score of 33.7, or 67.4% of the maximum possible score. Based on the established categories, this score falls into the "high" category. These findings indicate that students have a positive perception of TikTok and view the app as an engaging, user-friendly platform that offers benefits in obtaining information and fostering social interaction. Therefore, the wise and productive use of TikTok should continue to be encouraged so that its benefits can be maximized.

INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed the landscape of social and cultural interaction. The ease of accessing information through the internet, which has spread across the globe, has given rise to a new ecosystem of communication, in which social media plays a central role as a platform for participation, collaboration, and the rapid, boundless exchange of information. Platforms such as TikTok have emerged as products of this era, offering users a space not only to consume content but also to create, share, and interact directly (Dalimunthe & Yulia, 2023; Parwitasari et al., 2025; Raudatussolihah, 2026). This phenomenon creates new social dynamics that are interesting to study, particularly in the context of how the younger generation especially college students utilize and interpret the presence of this app in their daily lives. Over time, TikTok has come to be viewed not merely as a form of entertaim

How to cite: Fajri, M. F., Febriani, T., Dinata, R. S., Ikhlas, R. Z. (2026). Arabic Language Education Students' Perceptions of the Use of the TikTok App. *Journal of Arabic Literature, Teaching and Learning,* 2(2), 87-95.

E-ISSN: 3108-9755
Published by: International Islamic Studies Development Research Center (IISDRC)

entertainment, but has also become an integral part of the social life and communication of the younger generation (Desipusvitasari, Rianah, 2024; Sinta Bella et al., 2025; Zubaidi et al., 2021). College students, as a group that is quite active on social media, use TikTok for various purposes, ranging from seeking information, following trends, and expressing themselves to interacting with other users. This intensity of use indicates that TikTok's presence can shape how students receive, understand, and respond to the various information they encounter on social media. Therefore, it is important to examine how students view their use of TikTok and the factors that influence their perceptions of the platform, particularly in their daily academic and social lives.

TikTok, as one of the newest social media platforms, has successfully captured global attention with its user-friendly interface and a wide variety of creative visual effects. These strengths make it a competitive platform, as evidenced by its significant rating in the app store (4.6 out of 5 stars) compared to its predecessors such as Musical.ly (3.5 out of 5 stars), as well as its user base of approximately 27,827 users worldwide. However, despite its popularity, the app has not been immune to controversy and criticism. Various news reports highlight the contrast between its immense positive potential and the lurking negative risks a dynamic that makes TikTok a relevant subject of study for understanding user perceptions.

These conditions indicate that TikTok can provide a different experience for each user, depending on their goals, intensity of use, and how they utilize the platform (Astuti & Subandiah, 2021; Rifa', 2025). For college students, TikTok can serve as both a source of entertainment and a medium for obtaining information, broadening their horizons, developing creativity, and staying informed about current events. However, inappropriate use can also lead to various negative consequences, such as reduced focus on academic activities, excessive time spent on the app, and exposure to inappropriate content. The contrast between these benefits and consequences can give rise to diverse perspectives among college students. Therefore, it is important to examine students' perceptions of TikTok use to understand how they view the app's presence and its role in their daily lives.

Although numerous studies have been conducted on perceptions of social media, the specific focus on TikTok users among academics particularly students in language programs remains limited. Arabic language education students, who come from diverse cultural backgrounds and possess varied characteristics, are an intriguing subject because the way they interpret technology can influence the development of their competencies and their social-academic interactions. This aligns with findings from previous research indicating that students from various regions hold differing perceptions regarding social media use (Fuadi et al., 2026). It is important to address this research gap, given that the perceptions formed will influence the extent to which they adopt, utilize, or even critique these applications in the context of their campus life and learning.

Given these circumstances, it is important to conduct research on students' perceptions of TikTok use to gain a clearer picture of how students view and utilize the platform in their lives. Particularly for students in the Arabic Language Education program, the use of TikTok is not only related to entertainment but also has the potential to serve as a medium for obtaining information, communicating, expressing oneself, and supporting the language learning process (Al-Qolamuna et al., 2025; Amadi & Hikmah, 2025; Rahmah Hidayah et al., 2025). On the other

hand, the diversity of backgrounds, experiences, and social media usage habits can lead to differing perceptions among students. Thus, this study is expected to provide insight into Arabic Language Education students' perceptions of TikTok use both in terms of the benefits and impacts they experience thereby revealing how the app fits into students' social and academic lives.

In addition to viewing TikTok as a medium for entertainment and communication, it is also important to understand how users can make wise use of the platform in accordance with their needs and circumstances. In a college setting, students face the challenge of using technology selectively so that they are not merely consumers of information but are also able to utilize it as a tool to support the development of knowledge and skills (Rasyid et al., 2025; Simamora et al., 2026). Therefore, understanding students' perceptions is a crucial aspect in examining the relationship between TikTok use and their academic and social lives. Through this study, the perceptions of 2024 Arabic Language Education students can be explored in greater depth, thereby providing insight into how they view TikTok, the benefits they derive from it, and any concerns or potential impacts arising from its use.

Furthermore, excessive reliance on Artificial Intelligence has the potential to diminish critical thinking abilities and independent translation skills. Learners who consistently rely on machine translations tend to be less trained in analyzing sentence structure, understanding grammatical rules, or selecting appropriate equivalents based on context. As a result, linguistic competencies that should develop through practice may decline. Therefore, the use of Artificial Intelligence must be balanced with a mastery of nahwu, sharaf, and balaghah, as well as ongoing translation practice, to ensure that Arabic language proficiency continues to develop optimally.

Therefore, this study aims to conduct an in-depth analysis of how Arabic language education students perceive the use of the TikTok app. Using social perception theory as a foundation which encompasses the processes of information acquisition, interpretation, selection, and organization this study will identify how internal and external factors shape their positive and negative views of TikTok. The results of this study are expected to contribute to an understanding of digital literacy among students and its implications for social dynamics in higher education settings.

METHODS

This study employs a quantitative approach using a correlational research design. The choice of a quantitative correlational method was based on the study's objective to measure the relationship between two variables: the intensity of TikTok use (Variable X) and the perceived effectiveness of TikTok as a medium for learning Arabic (Variable Y) (Engkizar et al., 2025; Guspita et al., 2026; Saminu et al., 2025). The research sample consisted of 50 students selected using the stratified random sampling technique. Data were collected through a closed-ended questionnaire based on a Likert scale consisting of 10 statements. The research instrument met the validity criteria with a calculated r value greater than the table r value (0.279) and reliability with a Cronbach's Alpha value of 0.829 (Engkizar et al., 2022; Indramahdi et al., 2024; Rahmah et al., 2026; Wulandari et al., 2026). Data analysis was conducted using descriptive statistics, including mean, percentage, and standard deviation. The population in this study consisted of all 2024 Arabic Language

Education students who actively use the TikTok app. The research instrument used was a closed-ended questionnaire based on a Likert scale with five response options (SS = Strongly Agree, S = Agree, N = Neutral, TS = Disagree, STS = Strongly Disagree).

RESULT AND DISCUSSION

A descriptive analysis was conducted to provide an overview of the level of perception among Arabic language education students regarding the use of the TikTok app, based on respondents' answers to 10 statements (X1–X10). This analysis provides an overview of the trends in students' perceptions regarding the use of the TikTok app. The mean score was used to examine the overall trend in respondents' perception levels, while the minimum and maximum scores indicated the range of responses provided by the respondents. Meanwhile, the standard deviation and variance were used to assess the degree of dispersion or variability in the students' perception data. These results subsequently serve as the basis for understanding the trends in the perceptions of Arabic Language Education students regarding the use of the TikTok app (Azmiatik et al., 2026; Haroon et al., 2023; Marwaji, 2026). This analysis includes the minimum, maximum, mean, standard deviation, and variance. The results of this descriptive analysis are presented in Figure 1.

Table 1. Results of the Validity Test Analysis of the Arabic Language Education Students' Perception Instrument toward the Use of the TikTok Application

No	Statement items	Calculated r	R table (N=50; α=0,05)	Description
1.	X1	0,654	0,279	Valid
2.	X2	0,712	0,279	Valid
3.	X3	0,587	0,279	Valid
4.	X4	0,601	0,279	Valid
5.	X5	0,675	0,279	Valid
6.	X6	0,632	0,279	Valid
7.	X7	0,728	0,279	Valid
8.	X8	0,689	0,279	Valid
9.	X9	0,594	0,279	Valid
10.	X10	0,647	0,279	Valid

Based on the results of the instrument validity test, all statement items (X1–X10) had calculated r values greater than the table r value of 0.279 at a 5% significance level. Thus, all statement items were deemed valid and capable of measuring the variable of students' perceptions regarding the use of the TikTok app in accordance with the research objectives. Consequently, all items can be used as a research instrument and proceed to the reliability testing phase and subsequent data analysis. Based on the results of the instrument validity test, all statement items (X1–X10) have calculated r values greater than the table r value of 0.279 at a 5% significance level. Thus, all statement items were deemed valid and capable of measuring the variable of students' perceptions regarding the use of the TikTok app in accordance with the research objectives. Therefore, all items can be used as research instruments and the study can proceed to the reliability testing phase and subsequent data analysis. Add 4 more lines of discussion.

Table 2. Results of the Reliability Test Analysis of Arabic Language Education Students' Perception Instrument in the Use of the TikTok Application

Variables	Number of items	Cronbach's Alpha	Description
Intensity of TikTok Use (X)	5	0,812	Reliabel
Perception of TikTok's Effectiveness as a Medium for Learning Arabic (Y)	5	0,845	Reliabel
The entire instrument	10	0,829	Reliabel

Based on the results of the reliability test, a Cronbach's Alpha value of 0.829 was obtained for the entire instrument. This value is greater than 0.70, so the research instrument is deemed reliable. Thus, all statement items in the questionnaire exhibit a good level of consistency and can be used to collect research data accurately and consistently. Based on the results of the reliability test, a Cronbach's Alpha value of 0.829 was obtained for the entire instrument. This value is greater than 0.70, so the research instrument is deemed reliable. Thus, all statement items in the questionnaire have a good level of consistency and can be used to collect research data accurately and consistently. A Cronbach's Alpha value of 0.829 also indicates that the instrument has a high level of reliability in measuring students' perceptions of the use of the TikTok. This means that each item in the instrument has good internal consistency in measuring the same variable. Since these reliability criteria have been met, the research instrument is deemed suitable for use in the data collection process and can proceed to the research data analysis stage.

Table 3. Perception Categories Arabic Language Education Study Program Students Regarding the Use of the TikTok Application

Interval	Criteria
0% - 19, 99%	Very Low
20- 39,99%	Low
40% - 59, 99%	Moderate
60% - 79,99%	Higt
80% - 100%	Very High

Based on the calculation of the average percentage of perceptions among students in the Arabic Language Education Study Program, Class of 2024, regarding the use of the TikTok app, an average percentage of 67.4% was obtained. Based on the perception category criteria in Table 1, this value falls within the 60%–79.99% range. Thus, the perceptions of students in the 2024 cohort of the Arabic Language Education Program regarding the use of the TikTok app fall into the "high" category. The calculation of the average percentage of student perceptions is as follows:

Percentage = (33.7 / 50) × 100% = 67.4%

Based on the results of the analysis, it can be concluded that the perceptions of students in the Arabic Language Education Program, Class of 2024, regarding the use of the TikTok app fall into the "high" category, with a percentage of 67.4%. The research results show that the mean score for student perceptions was 33.7 out of a

maximum score of 50, which is equivalent to 67.4%. Based on the established categories, this score falls within the 60%–79.99% range, thus placing it in the "high" category. This indicates that, in general, students tend to have a positive perception of the use of the TikTok app in their daily lives.

The findings indicate that social media serves as a means of communication, information sharing, and social interaction that enables users to actively participate in creating and disseminating content. In the context of TikTok, the various features available provide users with the opportunity to obtain and share information through short-form video formats that are relatively easy to understand and capture attention. This situation may be one of the factors contributing to students' positive perceptions of using the TikTok app.

Furthermore, these positive perceptions indicate that students are able to recognize the various benefits of using TikTok (Pratama et al., 2023; Suhardiman et al., 2022). Students not only use the app as a form of entertainment but also as a means to gain knowledge, stay informed about current events, and broaden their horizons. A person's perceptions are formed through the process of receiving, interpreting, and organizing information obtained from their surroundings. Thus, students' experiences and the intensity of their interactions with TikTok can influence how they evaluate and interpret their use of the app.

Although the overall score falls into the high category, there are several items that received lower average scores than others: X4 scored 2.98, while X9 and X10 each received an average score of 3.16. These findings indicate that not all students share the same views on every aspect of TikTok use. Some students still exhibit a relatively neutral attitude toward certain aspects. These differences in perception may be influenced by various factors, such as frequency of use, social background, personal experiences, and the types of content each student frequently accesses.

The results of this study also support the research by Deriyanto and Qorib (2018), which showed that social media use can lead to diverse perceptions among individuals. Differences in user characteristics, social environments, and experiences with social media can influence how a person views a digital platform. In the context of this study, the 2024 cohort of Arabic Language Education students has diverse regional backgrounds, experiences, and social media usage habits. Therefore, although students' perceptions of TikTok use generally fall into the "high" category, there is still variation in their assessments of specific aspects of the app's use.

CONCLUSION

Based on the results of a study conducted on 50 Arabic Language Education students from the Class of 2024, an average perception score of 33.7 was obtained, equivalent to 67.4% of the maximum achievable score. According to the established categories, this score falls into the "high" category. These results indicate that, in general, students have a positive perception of the use of the TikTok app. This high level of perception indicates that TikTok has become a well-accepted social media platform that students actively use in their daily lives. Students view TikTok not only as a source of entertainment but also as a medium for obtaining information, broadening their horizons, and fostering social interaction in the digital age. The study results also show that each perception indicator received an average score that tended to be positive. Although there were several indicators with lower average scores compared to others, overall, students still gave positive ratings regarding the use of the TikTok app. The differences in scores across each indicator suggest that

each student's experiences, needs, and social media usage patterns may vary. Nevertheless, the research findings show that TikTok holds significant appeal among students, primarily due to its ease of access, diverse content, and ability to present informatio

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to everyone who contributed to the success of this research.

DECLARATONS

Author contribution

Muhammad Gusti Fajri: Data curation, Writing-Original draft preparation, **Tria Febriani:** Writing-Reviewing and Editing, **Rahmat Satria Dinata:** Visualization, Supervision, **Rifki Zaitul Ikhlas:** Formal analysis, Conceptualization, Methodology, Validation, Supervision, Software.

AI Statement

The data and the grammatical structure in this article have been validated and verivied by English language experts and no AI- generated setences are included in this article.

Funding statement

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

Conflict of interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

Publisher'sand Journal's Note

Researcher and International Islamic Studies Development and Research Center (IISDRC) as the publisher, and Editor Journal of Arabic Literature, Teaching and Learning state that there is no conflict of interest towards this article publication.

REFERENCES

Al-Qolamuna, J., Komunikasi, J., Islam, P., & Nasyaa, R. A. (2025). Analisis Peran Media Sosial Dalam Proses Pembelajaran Maharah Kalam Pada Mahasiswa Pendidikan Bahasa Arab Uinsu. *Jurnal Komunikasi Dan Penyiaran Islam*, *2*(2), 131–141. https://doi.org/10.71242/b0yy7811

Amadi, A. S. M., & Hikmah, K. (2025). Persepsi Mahasiswa Tentang Pemanfaatan Teknologi AI dalam Pembelajaran Bahasa Arab di Perguruan Tinggi Islam Indonesia. *Journal of Education Research*, *6*(2), 291–301. https://doi.org/10.37985/jer.v6i2.2343

Astuti, S. W., & Subandiah, D. S. (2021). Pengaruh Intensitas Penggunaan Tik Tok Terhadap Gratifikasi Penggunanya. *Promedia (Public Relation Dan Media*

Komunikasi), *7*(1). https://doi.org/10.52447/promedia.v7i1.4459

Azmiatik, H., Musli, M., Prihartini, Y., Uluum, D. C., Mustar, M., & Husein, A. H. A. (2026). A Comparative Study of TikTok as an Arabic Learning Medium to Improve Student Vocabulary at UIN STS Jambi and UIN Mataram. *Ijaz Arabi Journal of Arabic Learning*, *9*(3). https://doi.org/10.18860/ijazarabi.v9i3.40025

Dalimunthe, M. N., & Yulia, F. (2023). Analisis Materi Ajar Bahasa Arab pada Akun Tik-Tok @kursusarabalazhar. *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab*, *5*(2), 214–231. https://doi.org/10.21154/tsaqofiya.v5i2.274

Desipusvitasari, Rianah, and others. (2024). Pemanfaatan Media Sosial dalam Pembelajaran Bahasa Arab pada Mahasiswa PBA. *LISAANUNA Ta'lim Al-Lughah Al-Arabiyah: Jurnal Pendidikan Bahasa Arab*, *7*(1), 99–114. https://doi.org/10.15548/lisaanuna.v7i1.9719

Engkizar, E., Jaafar, A., Masuwd, M. A., Rahman, I., Datres, D., Taufan, M., Akmal, F., Dasrizal, D., Oktavia, G., Yusrial, Y., & Febriani, A. (2025). Challenges and Steps in Living Quran and Hadith Research: An Introduction. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA*, *8*(3), 426–435. https://doi.org/10.24036/ijmurhica.v8i3.396

Engkizar, E., Sarianti, Y., Namira, S., Budiman, S., Susanti, H., & Albizar, A. (2022). Five Methods of Quran Memorization in Tahfidz House of Fastabiqul Khairat Indonesia. *International Journal of Islamic Studies Higher Education*, *1*(1), 54–67. https://doi.org/10.24036/insight.v1i1.27

Fuadi, F., Hilmi, A. I., & Rahman, A. F. (2026). Dari Ruang Kelas ke Ruang Permainan : Memahami Pengalaman Hidup Mahasiswa dalam Pembelajaran Bahasa Arab Berbasis Gamifikasi. *Jurnal Penelitian Multidisiplin*, *4*(09), 4844–4853. https://doi.org/10.55681/armada.v4i9.3640

Guspita, R., Athifa, N., & Huda, M. (2026). Tabayyun as an Islamic communication ethics in the digital era. *Jurnal Komunikasi: Malaysian Journal of Communication*, *38*(2), 145–160. https://doi.org/10.55936/mauizhah.v24i1.294

Haroon, N. H., Saadon, H. B., Abed, A. M., Taha, A., Majeed, M. G., Mohammed, M. Q., & Bafjaish, S. S. (2023). Developing a Smart Economy Using Statistical Framework-Based Business Models in Smart Cities. *Journal of Intelligent Systems and Internet of Things*, *9*(2), 194–205. https://doi.org/10.54216/JISIoT.090214

Indramahdi, Wirman Hanizon, Febriani, A., & Guspita, R. (2024). Independent Curriculum Practices in the Learning System in Junior High Schools. *Ahlussunnah: Journal of Islamic Education*, *3*(3), 119–125. https://doi.org/10.58485/jie.v3i3.284

Marwaji, D. (2026). Pembelajaran Bahasa Arab berbantuan Media TikTok untuk Meningkatkan Minat Belajar Siswa Madrasah Tsanawiyah. *Ta'limi | Journal of Arabic Education and Arabic Studies*, *5*(1), 103–117. https://doi.org/10.53038/tlmi.v5i1.362

Parwitasari, T. A., Ismunarno, Supanto, Fitriono, R. A., Ginting, R., & Sulistyanta. (2025). Urgensi Kehati-Hatian Dalam Penggunaan Media Sosial Dalam Perspektif Hukum Di Era Digital. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, *3*(6), 10112–10130. https://doi.org/10.61104/alz.v3i6.2711

Rahmah, A., Dara, D., Nopriansyah, B., & Aldzakhiroh, N. (2026). The Use of Picture-Based Games to Enrich Students' Vocabulary. *Journal of Arabic Literature, Teaching and Learning*, *2*(1), 24–33. https://doi.org/10.67055/w770f824

Rahmah Hidayah, A., Islam Negeri Sultan Maulana Hasanuddin Banten, U., Rizki

Sahriya Ramadan, M., Salsabil Afifah, S., & Hidayat, W. (2025). Pengaruh Media Sosial Dalam Peningkatan Maharah Kalam Mahasiswa Semester 5 Pendidikan Bahasa Arab. *Jurnal Ilmiah Penelitian Mahasiswa*, *3*(1), 221–233. https://doi.org/10.61722/jipm.v3i

Rasyid, I., Guspita, R., Dinata, R. S., Marlion, F. A., & Akhyari, I. (2025). The Rise of Artificial Intelligence in Replacing Grammatical Understanding". *Lahjatuna: Jurnal Pendidikan Bahasa Arab*, *6*(1), 133–59. https://doi.org/10.38073/lahjatuna.v6i1.4773.

Raudatussolihah, B. (2026). Persepsi Mahasiswa Terhadap Penggunaan Media Digital Dalam Pembelajaran Bahasa Arab. *IDENTIK: Jurnal Ilmu Ekonomi, Pendidikan Dan Teknik*, *3*(3), 77–83. https://doi.org/10.70134/identik.v3i3.1466

Rifa', A. (2025). Efektivitas Penggunaan Aplikasi TikTok dalam Pembelajaran Maharah Kalam di Universitas Islam Tribakti Lirboyo Kediri. *Indonesian Journal of Humanities and Social Sciences*, *6*(3), 573–584. https://doi.org/10.33367/ijhass.v6i3.2886

Saminu, M., Rosyadi, N., Ramadani, S., & Jaafar, A. (2025). Teacher Strategies in Arabic Language Learning to Improve Student Motivation. *Journal of Arabic Literature, Teaching and Learning*, *1*(3), 102–112. https://doi.org/10.67055/g68zqf33

Simamora, M. R., Shodiq, M. J., & Rohmah, L. (2026). Personal Branding Sebagai Edupreneurship Dalam Meningkatkan Daya Saing Mahasiswa Pendidikan Bahasa Arab Di Dunia Kerja. *Jurnal Pendidikan Ekonomi (JURKAMI)*, *11*(2), 431–445. https://doi.org/10.31932/jpe.v11i2.4896

Sinta Bella, Mutya Hafidz Raudatun Nisa, & Iya Syafiatul Alawiyah. (2025). Penggunaan Media Sosial dalam Pembelajaran Bahasa Arab : Peluang dan Tantangan. *Harmoni Pendidikan : Jurnal Ilmu Pendidikan*, *2*(2), 333–342. https://doi.org/10.62383/hardik.v2i2.1842

Wulandari, V. D., Habiburrahman, Z., & Burhanuddin, B. (2026). Seven Habits of Islamic Education Teachers as Role Models for Students. *Muaddib: Journal of Islamic Teaching and Learning*, *2*(2), 111–123. https://doi.org/10.67055/m13zzt46

Zubaidi, A., Junanah, J., & Shodiq, M. J. (2021). Pengembangan Media Pembelajaran Mahârah Al-Kalâm Berbasis Media Sosial Menggunakan Aplikasi Tiktok. *Arabi : Journal of Arabic Studies*, *6*(1), 119. https://doi.org/10.24865/ajas.v6i1.341

Copyright holder:
© Fajri, M. F., Febriani, T., Dinata, R. S., Ikhlas, R. Z. (2026)

First publication right:
Journal of Arabic Literature, Teaching and Learning

This article is licensed under:
CC-BY-SA