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Education

THE NATURAL RELATIONSHIPS AMONG ARABIC WRITING SKILLS (AWS) ENRICH ARABIC ACQUISITION PRACTICES FOR NON-ARAB SPEAKERS

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ABSTRACT
This case study was conducted on the needs of Arabic writing skills AWS for Ugandan Adults Learners UAL using the descriptive analytical method where the sample sized (n=40) was used. The researchers sought to answer, among others, a major research question about how important the AWS from UAL viewpoint are. It attempted to identify the significance of AWS from UAL viewpoint so that the researcher could engage more relevant design of Arabic writing sub- skills' content alternatives for elementary Arabic learning course EALC. The valid and reliable questionnaire namely, "The Elementary Arabic Learning Analysis Scales EALAS for UAL" with 5 Likert scales was used. On one hand, the descriptive findings assert that UAL ratings for AWS interests are significantly high. On another hand, the correlational findings yielded by this survey indicate that the natural relationships among AWS are significant. They also indicate that there is a positive natural relationship among AWS irrespective of any instructional condition. This is clear manifesto that justified the feasibility of structuring EALC for UAL in which the samples of lessons are presented using AWS.

KEYWORDS : Natural Relationships, Arabic Writing Skills, Acquisition Practices, Non-Arab Speakers

INTRODUCTION

This survey was a part of a fundamental research granted by Universiti Sains Islam Malaysia USIM RMC in conjunction with House of Zakat and Waqf Uganda. under the (Code: P3-1-222-41222-USIM/ HZWU/FPBU) (Kirembwe, Hishomudin, Siti Rosilawati, Sarifah Nurhanum, Hayati Ismail, Sakinah Ahmad, Mohd Aderi, Noor Azizi, Adibah Sulaiman, Mardhiah, & Mohammad Najib 2022a&b). It was a diagnostic deliberation the findings of which contributed to the structures of EALC for UAL. Among the major aims of this survey was to answer questions about how important are AWS from UAL viewpoint?

UAL population reflected various professional background including but not limited to agriculture, food, and natural resources, architecture and construction, arts, audio/video technology, communication, business and finance, education and training, government and public administration, health science, information technology, law, public safety, corrections, and security, marketing, science, technology, engineering, and math. Such a big background variation of sample facilitate a bias free basis for inferences.

The survey was serving the requirements of analysis phase. It is the EALC first phase due ADDIE course design. The survey aimed to analyze the level of AWS for UAL in order to identify the major aspects pertinent to the proposed development of EALC for UAL. It is further intending to guide the researchers so that they avoid possible procedural errors in the proposed EALC development. The survey drew meaningful scientific implications for the development of EALC for UAL. The major focus of this survey, among others, is to analyze reasons as why UAL need AWS from UAL viewpoints (Cahyadi, 2019).

METHODS

It was assumed that AWS are effective linguistic component applicable in structuring EALC for UAL. Thus, in this analysis phase, the random UAL sampling (n=40), the valid and reliable questionnaire was used to collect data related to UAL's needs to learn Arabic. The descriptive statistics correlational was also used to analyze data related to the needs of (UAL) learning the Arabic language. The descriptive methods and (n=40) were selected based on Krejcie & Morgan 1970 standards. The researchers sought to answer, among others, a major research question about how important are the AWS from UAL viewpoint. It attempted to identify the significance of AWS from UAL viewpoint so that the researcher could engage more relevant design of Arabic

writing sub- skills' content alternatives for EALC. The valid and reliable questionnaire namely, The Elementary Arabic Learning Analysis Scales EALAS for UAL" with 5 Likert scales was used.

Data Analyses

This analysis were, based on descriptive presentation of overall UAL mean rates on AWS as shown in the following Table1, followed by Pearson (r) Sig. α2 , n=40, 0.05 as shown by the proceeded Table2. These analyses were intended to observe UAL' perceived rates of AWS due to the selected independent variables. The analyses were also intended to observe the correlation amongst the selected AWS means so as to predict the reliable action to take for structuring AWS for UAL . The following Table1 presents the descriptive statistics for the selected AWS' survey.

Table-1 Descriptive Statistics For The Selected Aws N=40,

	Mean	Std. Deviation	N
1. Focusing on the major points	3.5500	1.10824	40
2. Proper use of the punctuation	3.2000	1.18105	40
3. Organizing the content	3.2750	1.24009	40
4. concluding ideas	3.3250	1.24833	40
5. Proper use of Al-IMLAA spellings	3.0500	1.23931	40
6. Proper use of grammar	3.2500	1.00639	40
7. Proper use of morphology (SORF)	3.0750	1.07148	40
8. Proper use of vocabularies	3.0500	.95943	40
9. elaborating written ideas	3.6250	1.05460	40
10. using complete sentence	3.5500	1.29990	40
11. using short sentence	3.7250	1.15442	40
12. using conventional writing rules	3.3250	1.18511	40

Source: Data (Kirembwe et al, 2022a&b).

The Table1 above indicates that UAL consider AWS necessary for their Arabic communication. Which nclude : focusing on the major points, proper use of the punctuation, organizing the content, concluding ideas, proper use of spellings, proper use of grammar, proper use of morphology, proper use of vocabularies, elaborating written ideas, using complete sentence, using short sentence, and using conventional writing rules. The following Table2: presents Pearson (r) Sig. α2 , n=40, 0.05 for the selected AWS.

Table-2 Pearson (r) Sig. A2 , N = 40, 0.05 For The Selected Aws

(r) Sig. α2	1	2	3	4	5	6	7	8	9	10	11	12
1	1	.697**	.727**	.664**	.502**	.655**	.547**	.673**	.708**	.390*	.582**	.544**
		.000	.000	.000	.001	.000	.000	.000	.000	.013	.000	.000
2	.697**	1	.592**	.633**	.501**	.733**	.535**	.511**	.576**	.478**	.512**	.539**
(r)	.000		.000	.000	.001	.000	.000	.001	.000	.002	.001	.000
3	.727**	.592**	1	.587**	.625**	.683**	.544**	.656**	.728**	.397*	.520**	.653**
(r)	.000	.000		.000	.000	.000	.000	.000	.000	.011	.001	.000
4	.664**	.633**	.587**	1	.486**	.526**	.346*	.628**	.699**	.377*	.455**	.395*
(r)	.000	.000	.000		.001	.000	.029	.000	.000	.017	.003	.012
5	.502**	.501**	.625**	.486**	1	.668**	.576**	.472**	.643**	.205	.404**	.547**
(r)	.001	.001	.000	.001		.000	.000	.002	.000	.204	.010	.000
6	.655**	.733**	.683**	.526**	.668**	1	.743**	.597**	.695**	.323*	.370*	.618**
(r)	.000	.000	.000	.000	.000		.000	.000	.000	.042	.019	.000
7	.547**	.535**	.544**	.346*	.576**	.743**	1	.595**	.502**	.098	.266	.687**
(r)	.000	.000	.000	.029	.000	.000		.000	.001	.545	.097	.000
8	.673**	.511**	.656**	.628**	.472**	.597**	.595**	1	.653**	.265	.406**	.684**
(r)	.000	.001	.000	.000	.002	.000	.000		.000	.098	.009	.000
9	.708**	.576**	.728**	.699**	.643**	.695**	.502**	.653**	1	.528**	.461**	.592**
(r)	.000	.000	.000	.000	.000	.000	.001	.000		.000	.003	.000
10	.390*	.478**	.397*	.377*	.205	.323*	.098	.265	.528**	1	.701**	.330*
(r)	.013	.002	.011	.017	.204	.042	.545	.098	.000		.000	.037
11	.582**	.512**	.520**	.455**	.404**	.370*	.266	.406**	.461**	.701**	1	.292
(r)	.000	.001	.001	.003	.010	.019	.097	.009	.003	.000		.068
12	.544**	.539**	.653**	.395*	.547**	.618**	.687**	.684**	.592**	.330*	.292	1
(r)	.000	.000	.002	.000	.000	.000	.000	.000	.000	.037	.068	
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

Source: Data (Kirembwe et al, 2022a&b).

Note:
The sequence of nominal numbers; (1-12) in the this Table 2 are based on the variables' sequence in the Table1 above.

The table 2 above shows that apart from the (r)= 0.292 between (using conventional writing rules and using short sentence) which were not significant at 0.01 (2-tailed), the rest of (r) among the selected AWS were significant at 0.01 level (2-tailed) ranging from as high as (r)= 0.743 through (r)= 0.486 (Cohen, 1977).

Findings
This section presents the descriptive findings of descriptive statistics for the selected AWS based on the table 1, followed by the findings of Pearson (r) Sig. α2 , n=40, 0.05 for the selected AWS based on the table2.

The Descriptive Findings
The table 1 asserts that UAL ratings for their AWS interests are significantly high from student' viewpoints. Thus, students' ratings in the table 1 indicate that UAL significantly consider focusing on the major points, proper use of the punctuation, organizing the content, concluding ideas, proper use of spellings, proper use of grammar, proper use of morphology, proper use of vocabularies, elaborating written ideas, using complete sentence, using short sentence, and using conventional writing rules as necessary AWS for their Arabic communication.

The Correlational Findings
The table 2 shows that apart from the (r)= 0.292 between (using conventional writing rules and using short sentence) which were not significant at 0.01 (2-tailed), the rest of (r) among the selected AWS were significant at 0.01 level (2-tailed) ranging from as high as (r)= 0.743 through (r)= 0.486. Which indicates that AWS are positively correlated to each other; in other words, UAL mastery of some AWS motivate them to acquire the rest of AWS. However, the apparently observable significant (r) values were attributed to factors occurring by chances only or unknown things which were beyond the scope of this research. Hence, dealing with the data provided in the present survey, the final analysis of the relationship among AWS do not imply causation; further empirical researches are warranted to reach such causation inferences.

The significantly observed natural (r) at 0.01 level (2-tailed) ranging from as high as (r)= 0.743 through (r)s= 0.486 in the present survey contributed to the existing body of pedagogical knowledge within the scope of research that the natural relationship among mean rates on AWS perception rates are generally significant at α2, 0.05, *df*. 40 , power =.80 irrespective of any pedagogical condition for UAL. The findings presented by this survey do not only indicate that the extent of the natural relationship among UAL mean rates on AWS but it also indicates that there is a positive natural relationship among the UAL mean rates on AWS.

Remarks On Andragogical Implications
The explicit approach to language learning imply that beside to our prescribed Arabic learning objectives the UAL may have more benefits than that in our minds (Dunkin & Biddle, 1974). It is imperative then to clarify here that, UAL provided the researchers with a variety of alternatives for AWS' expansion possibilities knowing that different UAL have different interests, thus, they perceive different AWS differently and therefore, they choose different AWS' points of view that andragogically attracts their attention to acquire more AWS. Marking that UAL approach the learning of AWS from different andragogical dimensions due to their variations in the social-psychological experiences (Marton & Saljo, 1976; Kirembwe, 2004).

CONCLUSIONS
This analytic survey aimed to diagnose the reality of AWS for UAL in order to identify the major aspects pertinent to the proposed development of EALC for UAL. This survey was also intended to guide the researchers so that they could avoid possible errors in the proposed EALC development. The major focus of this survey was to analyze why UAL need to learn AWS from UAL viewpoints

This case study used the descriptive method where the sample sized (*n*=40) was selected based on Krejcie & Morgan 1970 standards. The valid and reliable questionnaire was used. The descriptive statistical analyses were also used including arithmetic sums, means, and standard deviation. The

analyses of (r) were also used to measure the reliability fore casts made on UAL perceptions about their needs to learn AWS.

The descriptive findings assert that UAL ratings for their AWS interests are significantly high from student' viewpoints. Thus, such high students' ratings for their AWS interests indicate that UAL significantly consider focusing on the major points, proper use of the punctuation, organizing the content, concluding ideas, proper use of spellings, proper use of grammar, proper use of morphology, proper use of vocabularies, elaborating written ideas, using complete sentence, using short sentence, and using conventional writing rules as necessary AWS for their Arabic communication.

The correlational findings show that apart from the (r) = 0.292 between (using conventional writing rules and using short sentence) which were not significant at 0.01 (2-tailed), the rest of (r) among the selected AWS were significant at 0.01 level (2-tailed) ranging from as high as (r) = 0.743 through (r)= 0.486. Which indicates that AWS are positively correlated to each other; in other words, UAL mastery of some AWS motivate them to acquire the rest of AWS. However, the apparently observable significant (r) values were attributed to factors occurring by chances only or unknown things which were beyond the scope of this research. Hence, dealing with the data provided in the present survey, the final analysis of the relationship among AWS do not imply causation; further empirical researches are warranted to reach such causation inferences.

The significantly observed natural (r) at 0.01 level (2-tailed) ranging from as high as (r) = 0.743 through (r)s= 0.486 in the present survey contribute to the existing body of pedagogical knowledge within the scope of research that the natural relationship among mean rates on AWS perception are generally significant at (α2, 0.05, df. 40 , power =.80) irrespective of any pedagogical condition. In other words the findings yielded by this survey do not only indicate the significance of the natural relationship among AWS, but it also indicates that there is a positive natural relationship among AWS irrespective of any instructional condition.

Recommendations

The researchers encouraged to structure UAL AWS' courses keeping in view that AWS are positively correlated to each other and UAL mastery of some AWS motivates them to acquire the rest of AWS. Thus educators should avoid teaching some AWS in isolation from others; they need to functionally, present AWS to UAL in a complementary manner such that they facilitate a one-stop wholistic acquisition of AWS for UAL. (Koderi, 2018); (Yusof, Baharudin, Hamzah, & Abdul Malek, 2021; Kirembwe, 1997).

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