

The ADDIE Analysis Phase in Arabic Module Design
for Ugandan Adult *Muallaf* (UAM)
*Implications for the Development of Elementary Arabic Learning
Modules (EALM)*

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Abstract

This research investigated Arabic needs for Ugandan -adults *muallaf* UAM using the first phase of ADDIE; (analyze, design, develop, implement, and evaluate) in favor of developing the elementary Arabic learning module EALM for UAM. This research marked the Step (One) out of ADDIE (Five) steps of academic module development. It was meant to explore Arabic learning needs for UAM in order to identify the major aspects for the proposed EALM development. The study used a descriptive method with purposive UAM sample sized ($n=40$). The valid and reliable questionnaire of 5 Likert scales was used and the total reliability coefficient of which was (r)=.984 for 128 items. The major results showed that UAM needed Arabic language for nine basic purposes including religious, social, communication, education, business, self satisfaction, diplomatic, security and legal purposes. The general implication of findings confirmed that UAM Arabic weakness was a reflection of weaknesses in their Arabic curriculum. The researchers recommended to consider this finding in the process of building EALM for UAM with samples of lessons using elementary Arabic grammar EAG, morphology and common arabic vocabularies CAV.

Keywords: ADDIE Analysis, Adults *Muallaf*, Arabic Learning, Elementary, Module, Ugandan

1. Introduction

The current research was designed to investigate Arabic needs for UAM using ADDIE phases in favor of developing EALM. The shortened Arabic term “*Muallaf*; مُؤَلَّفَةٌ قُلُوبِهِمْ” refers to new reverts to Islam. EALM researchers used the ADDIE procedures to build EALM. ADDIE is an acronym that stands for analyze, design, develop, implement, and evaluate (Tu, Zhang & Zhang, 2021). Since ADDIE procedures are commonly recommendable for modules building they were adopted in this research for the first need analysis phase which was conducted to gather information about UAM Arabic language needs in favor of EALM scientific development.

This analytic exploration enabled the researchers to put the entire EALM preliminary building stages in proper directions. The more questions the researchers asked at this stage the more they ensured EALM to meets the right UAM needs (Ahmad, & Al Muhsin, 2019). The key focus areas at the this stage were centered with: UAM Arabic language needs; UAM viewpoints of the most important basic Arabic -skills;

UAM viewpoints of the most important Arabic sub-skills; and the prevailed UAM proficiency level in Arabic language.

This explorative analytic survey was the first scientific collaboration between the Director of Research and Innovation Management Center, (RIMC), Universiti Sains Islam Malaysia (USIM) and the Managing Director, House of Zakat and Waqf Uganda HZWU Kampala for the sake of Developing EALM for UAM using EAG, morphology and CAV.

Since the principal research in question adopted ADDIE 5 standards of model developments this analysis stage was conducted due to ADDIE analysis mechanisms. The better the researchers analyzed the UAM Arabic needs prior to EALM creation the better the quality of EALM (Koderi, & Syahrial, 2018; Shidiq & Syarifah, 2018). This survey analyzed the major EALM preparatory factors that helped the researchers to gain a clear answer about EALM audience and their Arabic learning needs and goals, the proposed EALM instructional strategies, EALM technical requirements and structural characteristics, EALM content accessibility and the proposed EALM assessment and evaluation strategies. The information gathered at this stage facilitated the researchers with favorable information that enabled them to proceed to the second ADDIE stage of EALM design (Ali 2011; Hamid, *et al.* 2020; Astika, 1999).

2. The Problem

The research has proven that Islam is the fastest growing religion worldwide (Pew Research Center, 2015; Ana Fardila, Mahmudatul Imamah & Sari Dewi, 2020). Such a phenomenon calls for the necessity to learn Arabic language for either communication or religious purposes. Thus, UAM needed to learn Arabic for religious purposes. They realized that the knowledge of Arabic language can facilitate them with more capabilities to learn about Islamic provisions because of the fact that the Islamic primary references such as (Qura'an & Al sunnah) are in Arabic language. Therefore, they wanted to learn Arabic communication and religious purposes.

However UAM encountered problems in learning Arabic Language/ This problem was formally communicated to the Director of Research and Innovation Management Center RIMC- PPPI-USIM in a formal document from the Managing Director, HZWU Uganda Kampala offering a research grant to RIMC- PPPI-USIM in a quest for the scientific investigation on matters concerning UAM Arabic standards as well as taking a favorable curriculum and instructional decision for effective interventional plan about the matter. The document asserted that that there is an urgent need for Arabic language pedagogies that expedite Islamic provisions' assimilation for the new Ugandan Muslim converts *Muallaf*. UAM needed a standardized Arabic curriculum for communication and Islamic religious purposes. Although they score high marks on their Arabic exercises, they can hardly read and understand the basic Islamic teachings in Arabic by themselves. (Managing Director. HZWU. Plot 9 Perryman Garden Old Kampala, 3961 Kampala Uganda. 08/04/2022; The letter of research grant offer to RIMC- PPPI-USIM.

The researchers have realized that most Ugandan adult learners' Arabic textbooks' syllabi are arbitrary selected; they are not scientific research oriented and none of them are standardized. Most of them are in form of - Arabic pamphlets selected by individual Arabic teachers without passing them through a formal scientific standardization procedure. Thus, its pedagogically certain that such arbitrarily selected syllabi of Arabic language are subjected to suffer from various curriculum and instructional errors (Birnbaum & Trimmingham, 1966; Nimulola, 2018).

The phenomenon of non-standardized curricula of Arabic education in Uganda is suspected to result into unnecessary issues of Arabic education problems such as the UAM problems of Arabic for communication and religious purposes addressed by the current research (Bedoya, Valencia, & Montoya, 2015). ADDIE model procedures were proposed to be used in the development EALM for UAM. Therefore, the researchers chose to follow the ADDIE five-step process to develop the proposed EALM

for UAM; i) -Broad analysis Arabic learning needs for the target UAM population (Songhori, 2008); ii)- Determining EALM linguistic design as well as technical design; iii)- Developing EALM for UAM; iv)- Implementing the newly developed EALM for UAM; and v)- Evaluating of the newly implemented EALM (Kirembwe, Hishomudin, Siti Rosilawati, Sarifah Nurhanum, Hayati Ismail, Sakinah Ahmad, Mohd Aderi, Noor Azizi, Adibah Sulaiman, Mardhiah , & Mohammad Najib, 2022).

Throughout these procedures the funders were consulted from time to time so as to ascertain if the proposed EALM design can accurately serve their goals. Thus, it was evidently clear that the current case study was designed to serve the requirements of Step (i) out of ADDIE five scientific steps for academic module development (Ali, 2011; Ahmad, & Al Muhsin, 2019).

3. Objectives

This research aimed at answering the following 5 questions: 1. Why do UAM need Arabic language? 2. How important are basic Arabic language skills from UAM viewpoint? 3. How important are the sub-Arabic language skills from UAM viewpoint? 4. How do UAM learn Arabic language? And 5. What is the UAM prevailing proficiency level of Arabic language from UAM viewpoint? Hence, this research was designed to analyze UAM Arabic language characteristics pertinent to the following constructs: UAM Arabic language needs. UAM viewpoints of the most important Arabic basic skills. UAM viewpoints of the most important Arabic sub-skills. UAM current proficiency level of Arabic language.

4. Literature

A number of scholars addressed ADDIE research mechanisms, elementary Arabic vocabularies, elementary Arabic learning, learning module development, language learning strategies, and adult education. Although the use of ADDIE research mechanisms for academics, curriculum, and instructions is recommended by Molenda (2015), Ediyani, Anwar, Husaini, Zuhaimi and Hidayat (2020) as well as Aldoobie (2015), it is advisable for the researchers in the modules of education theories and practice to consider the interaction of all factors influencing the learning process and products (Dunkin and Biddle, 1974). The necessity of evaluating the quality, usability, and potential effectiveness of the newly developed learning module is encouraged by (Goode & Marie, 2003; Cahyadi, 2019; Hess & Greer, 2016). Further literature review agrees with EALM linguistic strategies (Golfam, 2016). However, it is theoretically imperative to investigate the long term outcomes of the learning modules; there are needs for modules improvements due to what the learners do with skills they acquire from learning modules (Schmid & Bogner, 2015).

The extensive review of literature added more insight on CAV acquisition using Arabic derivative morphology ADM, synonyms, acronyms, and antonyms (Hamid, Halim, & Sahrir, 2020; Hamid, Osman, Halim, Yahaya, Nasir, Sha'ari& Rahman, 2020; Hamdan & Fareh, 2017; Al-Seghayar, 2002; Al-Taher 2019; Bakir 2010). Finally, the pedagogical implications for the proposed academic building procedures are recommended (Zhang et al., 2021; Tseng, 2019; Al-Haq, Abu-Melhim, & Al-Haq, 2021; Al-haq & Al-Masaeid, 2009, Fareh, 2018a & b).

Other pedagogical factors in favor of EALM quality awareness and the Arabic teacher as researcher were supported by Fareh & Saeed (2011). The inclusion of Arabic spellings and phonological complements is elementary Arabic curriculum is also necessary for EALM linguistic quality assurance (Hani, Alkhamra, Alomari, Aljazi& Jalali-Kushki, 2022). The classical Arabic morphology is equally important for elementary Arabic design (Alqarni, 2020). Further review provides directions on adult language acquisition applicable for EALM general quality (Damhoureyeh, Darawsheh, Qa'dan, & Natour, 2020).

The general image of the corpus of literature reviewed support ADDIE linguistic and pedagogical assertions in favor of the EALM development. This literature has relevantly but the entire scope of research in the proper dimensions in favor of the proposed EALM building aspects encompassing

phonological, orthographical, grammatical, morphological, lexical, demographical, sociological, and psychological perspectives. The literature also guided the researchers about the proposed EALM research tools development, EALM instructional strategies as well as the strategies of EALM assessment and evaluation.

5. Methodology

This is a pre-experimental case study using the descriptive analytical method where the communicated population of UAM at HZWU sized ($N=47$) out of which the purposive sample sized ($n=40$) participated in the research. This judgmental sampling was used because the selected UAM subjects possessed all UAM characteristics that were deemed necessary for the proposed UAM project that could provide the best information in favor of the research objectives and goals. The valid and reliable questionnaire namely, “The Elementary Arabic Learning Analysis Scales EALAS for UAM” with 5 Likert scales was used and the total reliability coefficient of which was (r)=.984 for 128 items (Elsaid Mohammed, & Nur, 2018). Overall reliability coefficients of the questionnaire were impressively high and reliable for such a diagnostic analytical research phase.

6. Data Analyses

The descriptive statistics was applied throughout the research data analysis pertinent to UAM elementary Arabic learning needs. This encompassed the analyses of UAM demographic constructs’ data including UAM gender, age, and profession. The factor analyses of UAM Arabic needs were based the data collected due to 4 constructs: 1. UAM Arabic language needs, 2. the significance of Arabic language skills, 3. the significance of sub-Arabic language skills, 4. UAM Arabic acquisition pedagogy, and 5. The UAM prevailed Arabic proficiency level.

The wider spectra of the proposed methods and procedures for the target grand EALM building project consisted of (Five 5) ADDIE stages including analysis, design, development, implementation, and evaluation (Cahyadi, 2019). Hence, this data analysis serves the requirements of the analysis phase; the ADDIE (Phase 1/5; “Analysis”); It is the EALM first phase as per the adopted ADDIE design. Thus, the following data summary describes UAM Arabic needs as well as their perceived level of Arabic skills’ significance, and their Arabic instructional realities in order to identify the major aspects pertinent to the proposed development of EALM for UAM. This information guides the researchers so that they draw meaningful scientific implications in favor of the said EALM development.

7. Results and Discussions

The descriptive data summaries about UAM Arabic learning needs are clearly presented by the following Tables (1-8). The Table 1 presents the descriptive data summary about the reason why UAM need Arabic language. The Table 2 presents the descriptive data summary about UAM viewpoints about the most important Arabic basic skills per their needs. The Table 3-6 present the descriptive data summary about UAM viewpoints about the most important Arabic sub-skills per their needs; they present UAM perception data about the most important sub-Arabic skills from their points of view. The Table 7 presents the descriptive data summary about UAM viewpoints about their teachers’ pedagogical operationalization in Arabic acquisition. Finally, the Table 8 displays the descriptive data summary about UAM prevailing proficiency level in Arabic language.

	N	Mean	Std. Deviation
1. Arabic for religious purposes.	40	4.3500	1.00128
2. Arabic for social purposes.	40	3.8750	.99195

3. Arabic for communication purposes.	40	3.4250	1.31826
4. Arabic for education purposes.	40	3.1000	1.21529
5. Arabic for business purposes.	40	2.7750	1.31046
6. Arabic for self-satisfaction.	40	4.2250	1.20868
7. Arabic for diplomatic purposes.	40	2.8000	1.30482
8. Arabic for security purposes.	40	2.2250	1.32988
9. Arabic for legal purposes.	40	2.4250	1.37538
Valid N (listwise)	40		

Source: (Kirembwe et al, 2022).

The Table 1 presents the descriptive data summary as why UAM need Arabic language. This data shows that UAM majority significantly agree that they need Arabic language for nine major purposes including religious, social, communication, education, business, self-satisfaction, diplomatic, security and legal purposes. This finding agrees with Hatab (2022) with regards of Arabic for religious purposes. However, UAM interests in Arabic language for both security and legal purposes were less significant. The results also showed that UAM interests in learning Arabic language is basically centered on listening, speaking, reading, writing, vocabulary, grammar, and morphology.

	N	Mean	Std. Deviation
1. Listening	40	3.6750	1.07148
2. Speaking	40	3.3750	1.03000
3. Reading	40	3.2500	1.14914
4. Writing	40	3.3500	.92126
5. Vocabulary	40	2.8750	.93883
6. Grammar	40	2.8750	.99195
7. Morphology	40	2.5750	1.05945
Valid N (listwise)	40		

Source: (Kirembwe et al., 2022).

The Table 2 presents the descriptive data summary for UAM viewpoints about the most important Arabic basic skills per their needs. This data shows that UAM significantly agree that the basic skills of Arabic listening, speaking, reading, and writing are considered necessary for their Arabic ambitions.

	N	Mean	Std. Deviation
1. attending to Arabic oral expressions	40	3.3000	.91147
2. detecting the right and wrong information	40	3.3000	.99228
3. drawing appropriate conclusions	40	3.1750	1.10680
4. incorporating body language	40	3.1000	1.19400
5. incorporating non-verbal expressions	40	3.2250	1.09749
6. avoiding irrelevant responses	40	3.8000	.91147
7. interpreting Arabic oral language	40	3.3250	1.09515
8. monitoring Arabic oral errors	40	3.3250	1.18511
9. paraphrasing Arabic speech	40	3.4500	1.17561
10. recognizing speaker's intentions	40	3.5250	1.17642
11. remembering content	40	3.8750	1.01748
12. responding appropriately	40	3.4500	1.21845
13. summarizing speech	40	3.7000	1.09075
14. understanding content	40	3.6750	1.18511
Valid N (listwise)	40		

Source: (Kirembwe et al., 2022).

The table 3 presents the descriptive data summary for UAM viewpoints about the most important Arabic listening-skills per their needs. Hamdan, & Al-Hawamdeh (2018) also asserted that the inclusion of

visuals enhances subjects' performance in listening tests. This data shows that UAM significantly agree that the common Arabic listening sub-skills are considered necessary for their Arabic ambitions.

	N	Mean	Std. Deviation
1. applying grammar rules	40	3.0750	1.18511
2. using Arabic morphology	40	2.9000	1.05733
3. generating complete sentences	40	3.3500	1.12204
4. elaborating ideas	40	3.3250	1.11832
5. focusing on points	40	3.2250	1.20868
6. generating complete sentences	40	3.5250	1.17642
7. introducing ideas	40	3.4250	1.15220
8. concluding ideas	40	3.3250	1.26871
9. organizing ideas	40	3.3750	1.21291
10. retrieving content	40	3.5750	1.17424
11. putting thoughts into oral forms	40	3.3250	1.16327
12. speaking fluently	40	3.4500	.90441
13. speaking independently	40	3.4500	1.15359
14. using appropriate tone	40	3.6500	1.07537
15. using appropriate vocabulary	40	3.2000	1.11401
16. using appropriate volume	40	3.8500	1.12204
Valid N (listwise)	40		

Source: (Kirembwe et al., 2022).

The Table 4 presents the descriptive data summary for UAM viewpoints about the most important Arabic speaking-skills per their needs. This data shows that UAM significantly agree that the common Arabic speaking sub-skills are considered necessary for their Arabic ambitions.

	N	Mean	Std. Deviation
1. answering "how" questions after reading	40	3.3250	1.14102
2. answering "why" questions after reading	40	3.3250	1.16327
3. answering "what-if" questions after reading	40	3.4750	1.06187
4. building vocabularies	40	3.1500	1.02657
5. compare information	40	3.1500	.89299
6. developing knowledge	40	3.2500	.95407
7. discuss the content	40	3.7250	1.08575
8. distinguish between main ideas and supporting details	40	3.7500	1.08012
9. distinguish cause from effect	40	3.5500	1.10824
10. distinguish fact from opinion	40	3.5000	1.06217
11. draw conclusions after reading	40	3.3500	1.16685
12. establish a purpose for reading	40	3.6250	.95239
13. expand major points	40	3.5500	1.17561
14. explore Arabic topics of interest	40	3.3750	1.16987
15. figure out ideas in the texts	40	3.4750	1.17642
16. identify author's audience	40	3.4500	1.13114
17. identify author's purpose	40	3.4000	1.29694
18. identify author's tone	40	3.6000	1.31656
19. interpret information	40	3.5750	1.27877
20. making inferences after reading	40	3.5500	1.29990
21. reading texts with fluency	40	3.5250	1.13199
22. recall information after reading	40	3.8500	.89299
23. recognize linguistic structures	40	3.4000	1.23621
24. research on important information	40	3.7500	1.14914
25. apply relevant information	40	3.3250	1.18511
26. understand the content	40	3.4500	1.06096
27. viewing the content from different perspectives	40	3.5500	1.10824
Valid N (listwise)	40		

Source: (Kirembwe et al., 2022).

The table 5 presents the descriptive data summary for UAM viewpoints about the most important Arabic reading-skills per their needs. Cogent Education, 3(1). This data shows that UAM significantly agree that the common Arabic reading sub-skills are considered necessary for their Arabic ambitions. Several Arabic scholars have paid more attention on Arabic errors corrections for beginners (Natour, Darawsheh, Sartawi, Marie, Efthymiou, 2016).

	N	Mean	Std. Deviation
1. proper use of writing mechanisms	40	3.3250	1.04728
2. focusing on the major points	40	3.5500	1.10824
3. proper use of the punctuation	40	3.2000	1.18105
4. organizing the content	40	3.2750	1.24009
5. choosing an appropriate writing topic	40	3.3250	1.18511
6. concluding ideas	40	3.3250	1.24833
7. proper use of (Al-Imlaa) spellings	40	3.0500	1.23931
8. proper use of grammar	40	3.2500	1.00639
9. proper use of morphology (Sorf)	40	3.0750	1.07148
10. proper use of vocabularies	40	3.0500	.95943
11. using valid resources	40	3.3750	1.12518
12. discussing contents with others	40	3.5500	1.08486
13. editing the content	40	3.3000	1.22370
14. elaborating written ideas	40	3.6250	1.05460
15. using complete sentence	40	3.5500	1.29990
16. using simple sentence	40	3.7250	1.15442
17. using computers assisted writing	40	3.1750	1.31826
18. using conventional writing rules	40	3.3250	1.18511
19. writing simple sentences	40	3.8250	1.17424
20. using simple words	40	4.1000	1.25678
Valid N (listwise)	40		

Source: (Kirembwe et al., 2022).

The Table 6 presents the descriptive data summary for UAM viewpoints about the most important Arabic writing-skills per their needs (Lahlali, 2021). This data shows that UAM significantly agree that the common Arabic writing sub-skills are considered necessary for their Arabic ambitions. Jaradat, 2022 provided more clarification about the necessity of grammar use in terms of 'Hatta' grammatical characteristics.

	N	Mean	Std. Deviation
1. clarification of the general learning objectives.	40	3.7750	1.12061
2. clarification of the specific learning objectives.	40	3.7500	1.00639
3. commenting on students 'Arabic performance.	40	3.5750	.95776
4. syllabus interpretation.	40	3.7000	1.18105
5. encouragement to participate in knowledge discovery.	40	3.7250	1.08575
6. encouragement to interact with other students.	40	3.7250	1.15442
7. evaluation of Arabic materials in terms of their objectives.	40	3.8250	.98417
8. evaluation of lesson objectives at the end of Arabic class.	40	3.8500	.97534
9. explanation of the conditions for students expected performance.	40	3.9250	1.07148
10. explanation of the goals of Arabic curriculum and syllabus.	40	3.5000	1.13228
11. giving students Arabic assignments.	40	3.7500	.95407
12. Identifying activities for individual students in a group.	40	3.7000	1.11401
13. incorporating previous knowledge and experiences.	40	3.7750	.94699
14. selection of objectives for each piece of instruction.	40	3.6250	1.07864
15. clarification of the motives for learning Arabic language.	40	3.5500	1.08486
16. telling students what to do next for Arabic improvement.	40	3.8000	1.06699
17. variation of assessment methods.	40	3.5250	.98677
18. variation of teaching methods.	40	3.9500	1.10824
19. uses formative evaluation (regular tests).	40	3.9500	.90441
20. using summative evaluation.	40	3.7000	1.13680
21. using online based instructions.	40	3.4500	1.21845

22. using recapitulations after teaching.	40	3.5250	1.08575
23. using student-based learning models.	40	3.5500	1.28002
24. using survey methods.	40	3.3750	1.21291
25. using textbooks.	40	4.0750	1.04728
26. using tutorials.	40	3.5750	1.17424
27. using whiteboard.	40	4.1000	1.00766
28. variation of learning activities.	40	4.0250	1.12061
Valid N (listwise)	40		

Source: (Kirembwe et al., 2022).

The Table 7 presents the descriptive data summary for UAM viewpoints about their teachers' pedagogical operationalization in Arabic acquisition. These findings revealed that UAM Arabic teachers have no significant instructional deficits. Thus, it was hypothetically assumable that UAM Arabic weakness is based on the irrelevancy of their Arabic curriculum aspects. Hence, this explains the necessity of the personnel in charge of UAM Arabic curriculum and instructions to consult experienced experts about EALM development in fervor of UAM Arabic curriculum standardization.

	N	Mean	Std. Deviation
1. listening	40	4.1250	.82236
2. speaking	40	3.6500	1.23101
3. reading	40	3.3500	1.07537
4. writing	40	3.0250	1.04973
5. vocabulary use	40	2.9500	.95943
6. grammar use	40	2.7250	.93336
7. morphology use	40	3.1250	1.13652
Valid N (listwise)	40		

Source: (Kirembwe et al., 2022).

The Table 8 displays the descriptive data summary for UAM prevailed proficiency level in Arabic language. Apparently, this data showed that due to the UAM perception about their prevailed proficiency level in Arabic language prior to this investigation their proficiency level in Arabic language was averagely good even if it could not enable them to grasp basic Islamic knowledge in Arabic! Subsequently, it was discovered that UAM false perception proficiency level in Arabic language was based on the scores awarded by their Arabic teachers due their unstandardized Arabic curriculum. Thus, this finding confirms on the fact that UAM Arabic weakness was not a reflection of their examination scores, but it reflected weakness in their Arabic curriculum.

8.0 Implications of Findings

The current research findings shed light on EALM development procedures, target population, learning goals' standards, delivery, assessment, and content accessibility. The detailed account of these implications is provided in the following proceedings.

8.1 Implications of findings for EALM development

The data analyzed in this research facilitated the researchers with favorable information that enabled them to proceed with the rest of ADDIE stages of academic model development including design, develop, implementation, and evaluation. Hence, the researchers recommended the development of EALM for UAM with samples of lessons using EAG, morphology and CAV. Thus, the implications of these findings for EALM development should address the following aspects: i- EALM target population characteristics; ii- EALM learning goals' standards; iii- EALM delivery and quality assessment; iv- EALM content accessibility.

8.2 Implications of findings for EALM target population

Due to the discussion of results at hand, it has been generally discovered that UAM Arabic proficiency is not favorable for perceiving basic Islamic teachings the phenomenon that resulted into HZWU appeal to investigate their Arabic skills incompetency. "...there is an urgent need for Arabic language drives that can help the new Muslim converts to expedite their assimilation into Islamic provisions..." (formal communication with HZWU Managing Director, 7-04-2022).

The findings suggest that the diversity of UAM demographic characteristics including age, gender, and professional affiliations are considerable as effective factor influencing EALM instructional strategies. Therefore, the researchers recommended to use a combination of EAG, morphology and CAV instead of the pre-determined Arabic borrowed Luganda words ABLW because CAV alternative content serves the variation of UAM demographic needs more than just the ABLW (Hamid, Halim, & Sahrir, 2020; Hamid, Osman, Halim, Yahaya, Nasir, Sha'ari, Rahman, 2020; Snoxall, 1967; Hyman, & Katamba, 2001).

8.3 Implications of findings for EALM learning goals' standards

EALM resource persons should analyze EALM proposed outcomes right at the beginning of EALM course. They should describe EALM goals in the measurable ways (Alnassir, 2014). EALM resource persons should develop EALM learning objectives by using the revised Bloom's Taxonomy (2001). The original Bloom's Taxonomy (1956) illustrated levels of cognitive goals, from simple to complex, in the shape of a pyramid. The revision attributes measurable verbs to each of these levels so that they can always be on truck with course outcome attainment. The findings further suggest that EALM outcomes should be described in detail, and they must include measurable Naqli-Aqli (INaQ) integration values so that they can serve UAM needs of Arabic for communication and religious purposes (Pamessangi, 2022). The findings on UAM demographic variations and general Arabic needs analyses suggest that proposed the proposed EALM outcomes as a program should include but not limited to the following: knowledge and understanding (Hamdan, & Al-Hawamdeh, 2018); cognitive skills; practical skills; interpersonal skills; communication skills; online learning, Hamdi, & Abu Qudais, 2018 also recommended that the blended learning strategy is more effective than face and online only; numeracy skills; leadership autonomy and responsibility; personal skills; entrepreneurial skills; ethics; and professionalism.

8.4 Implications of findings for EALM delivery

Further findings on how UAM learn Arabic from their teacher suggest that EALM designers should consider varying EALM teaching and learning strategies, including lectures, tutorials, practical, demonstrations, case studies, projects, group works, case studies and discussions as might be dictated by the nature of the lesson and classroom materials delivered from time to time (Alnassir, 2014).

The findings on UAM Arabic instructional progress suggest that the proposed EALM should provide UAM with various CAV exploration alternatives knowing that different UAM have different interests thus they perceive different Arabic language arts differently which provides a positive EALM delivery progress. Hence, UAM background differences result into different viewpoints that attracts different gateways for EALM language arts assimilation. UAM should approach EALM from different instructional dimensions due to their variations in the social-psychological experiences (Marton, & Saljo, 1976).

8.5 Implications of findings for EALM assessment

The pedagogical findings call for designing the effective ways of assessing EALM outcome attainment as well as developing intervention plan for UAM who fails a test so that UAM can always kept on truck with EALM progress.

8.6 Implications of findings for EALM content accessibility

The general findings on UAM Arabic learning strategies imply the necessity of considering UAM easy accessibility of Arabic learning materials (Arifin, Abu Bakar, Ridzwan, & Jamsari, 2020). Hence, EALM designers should consider the availability of EALM subject matter experts within the House of Zakat and Waqf Uganda incorporated to help EALM designers by sharing their experiences and expertise in favor of EALM accomplishment and assist the designers at the final EALM implementation and evaluation phases? (Mardliyyah, 2020; Ibrahim, 2017).

9. Conclusion

This analytic survey aimed to diagnose the needs of Arabic Learning for UAM in order to identify the major aspects pertinent to the proposed development of EALM for UAM. This was a pre-experimental case study using the descriptive analytical method and a valid and reliable questionnaire. The major results showed that UAM majority needed Arabic language for Nine major purposes including religious, social, communication, education, business, self satisfaction, diplomatic, security and legal purposes. However, UAM interests in Arabic language for both security and legal purposes were less significant. The results also showed that UAM interests in learning Arabic language was basically centered on listening, speaking, reading, writing, vocabulary, grammar and morphology. The majority of results further showed that due to UAM viewpoints the sub-skills of Arabic listening, speaking, reading and writing are considered necessary for their Arabic ambitions.

The apparent findings about UAM proclaimed proficiency level in Arabic language prior to this investigation showed that UAM proficiency level in Arabic language was averagely good even if they were not able to grasp basic Islamic knowledge in Arabic! Subsequently, it was discovered that UAM false perception of their level of Arabic language proficiency was based on unstandardized Arabic curriculum they use. An overall findings confirmed that UAM Arabic weakness was not a reflection of their examination scores, but it was deeply inherent right from the weakness of their Arabic curriculum characteristics. These findings facilitate the researchers with favorable information that enables them to proceed to the subsequent ADDIE stages for EALM design. Hence, the researchers recommended the development of EALM for UAM with samples of lessons using EAG, morphology and CAV.

10. Recommendations

Due to the feasible scientific information yielded by this research it was recommended for EALM designers to proceed with the rest of ADDIE stages in favor of EALM building accomplishment including design, develop, implementation, and evaluation (Yeh, & Tseng, 2019). Hence, the researchers recommended the development of EALM for UAM using EAG, Morphology and CAV (Koderi, 2019; Yusof, Baharudin, Hamzah, & Abdul Malek 2021). Further recommendations- based on the results- include the following:

HZWU should revisit its Arabic language teaching policy in terms of UAM demographic characteristics and the quality of Arabic learning materials. Similarly, HZWU should develop a clear syllabus with explicitly articulated aims and learning outcomes because the absence of a clear syllabus with explicitly articulated aims and learning outcomes is another UAM obstacle that hinder their Arabic proficiency.

HZWU may needs to provide online EALM for UAM so as to prepare them for wider Arabic learning perspectives. This will provide UAM with a variety of Arabic language arts required for their virous Arabic communication (Hassan, & Fook, 2014).

The findings at hand were yielded by a case study in nature. Thus, further scientific researches are encouraged to investigate factors influencing Arabic as a second language for UAM in Uganda. Hence, it is recommendable that there should be an agenda to extend more scientific research on Arabic language for UAM to understand various variable influencing Arabic curricula and instructional issues due to different learning environment.

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