Effectiveness of Systemic Approach-Based Program on Developing Linguistic Written Performance among Advanced-Level of Non-Native Arabic Language Learners

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Abstract

The current study aims to identify the effectiveness of a program based on the systemic approach in developing written linguistic performance and the attitude towards language learning among advanced-level of non-native Arabic learners. For the end of this goal, the researcher chose a group of advanced-level of non-native Arabic learners as a sample of the study. Moreover, the researcher recognized the linguistic performance skills (reading and writing) suitable for the advanced level of non-native Arabic learners. Hence, the study comprises the following tools: (1) a linguistic performance test in reading is constructed, after ensuring its validity and reliability, to measure the level of reading skill among non-native Arabic learners; (2) a test of written linguistic performance has been designed, after ensuring its validity and reliability, to measure the level of writing skill among non-native Arabic students; (3) an analytical rating list was constructed to evaluate the writing test for advanced level of non-native Arabic students; (4) a scale for the attitude towards learning Arabic language was also constructed for advanced level of non-native Arabic learners, which subsequently presented to experts for adjustments it and ensure its validity and reliability; (5) finally, a program based on the systemic approach was also built to develop the linguistic (reading - writing) performance of advanced level of non-native Arabic learners. The researcher applied the study tools via pre- and post-measurements. Ultimately, the study has concluded that there is a statistically significant difference between the average scores of the experimental group students on the test of linguistic written performance skills in the pre- and post-measurements, in favor of the post-linguistic performance. The researcher attributed this to the effectiveness of the systemic approach-based program for the experimental

Introduction

In fact, domestic and international institutions and centers responsible for teaching Arabic to non-native speakers aim to provide students with basic Arabic language skills, upgrade learners` proficiency, and master the four language skills including listening, speaking, reading and writing. These skills are interrelated and complementary. That is, they are based on the use of words as symbols, use of sentences to express ideas, each influences and develops the other. The common goal of language skills, from one hand, is exchanging and understanding ideas through oral communication. On the other hand, these skills emerge through the child's practice of language in developmental sequencing: listens, speaks, then writes.

Recently, the significance of language performance as part-to-part relationships is highlighted, for language consists of four basic skills: listening, speaking, reading, and writing. Each skill combines two aspects: the cognitive aspect, which includes knowledge, information, facts, concepts, rules, and linguistic theories; while the second aspect is a kinetic skill aspect that appears in an individuals' linguistic behavior. It is assimilated through sub-linguistic performance skills (Mahmoud Al-Naqa, 2005:7) [1]*.

Writing is an essential skill for an EFL student, since his success and continuity in academia depends on his ability to write well. Consequently, competent academic writers advance quickly through their professional path. Thus, stylistically correct writing plays a significant role in accentuating feelings and needs. This is confirmed through the fact that a great deal of writing in language classes is an aid to the learning process (Wajeh Abu Laban and Nora Abdul Ghafar, 2016 :516). However, it is noticeable that there is a clear weakness in the linguistic performance, communicative competence, and weak attitudes towards Arabic language among non-native Arabic speakers. Scholars have confirmed such weakness (Neshat Bayoumi, 2009; Ola Abdel Maqsoud, 2015; Arif bin Shajaan bin Masoud Al Osaimi, 2020; Albaaly, E. (2022.).

For meeting the challenges facing the linguistic performance level, scholars must address the problem with a comprehensive systemic thinking. The systemic approach means a holistic view of the situation and the perception, association, interaction, and interconnectedness of all its components, which leads to developing the efficiency of the educational system comprehensively and systemically. Hence, the attempt to adopt a systemic approach to build a program to develop non-native Arabic learners' written linguistic performance seems vital.

Study problem

The current research problem is derived from the researcher's observation of written linguistic performance among non-native Arabic language learners through working in this field for many years. Additionally, the researcher reviewed previous studies and literature that addressed the weakness in language skills, notably writing, such as: Ali Abdel Moneim (2012), Muhammad Abbas (2015), Salwa Basal (2015), Alaa Saudi (2015), Nova Hamdan Nasser Al-Aqeel Al-Hadidi, and Bahaa Shubram (2020).

Questions

The current research problem is manifested in the poor skills of written linguistic performance among advanced level of non-native Arabic language learners. To address this problem, the current research attempts to answer the following main question: How can the systemic approach be employed to develop written linguistic performance among advanced level non-native Arabic language learners?

The following sub-questions emerged:

1. What are the suitable-written linguistic performance skills for advanced level non-native Arabic language learners?
2. To what extent written linguistic performance skills are found among advanced level non-native Arabic language learners?
3. What are the components of a program based on the systemic approach to develop written linguistic performance among advanced level non-native Arabic language learners?
4. What is the effectiveness of a program based on the systemic approach in developing written linguistic performance among advanced level non-native Arabic language learners?

limits

The current research is confined to determine the effectiveness of a program based on the systemic approach to develop written linguistic performance among a group of advanced level non-native Arabic language learners at (Future Fun School) in Abha, Kingdom of Saudi Arabia.

Methodology:

The researcher manipulated the quasi-experimental design based on one group (pre- / post-test). Then, the researcher tends to interpret the results and provide recommendations and proposals.

hypotheses

The study main hypothesis is that there are statistically significant differences at the level of (0.01) between the average scores of the experimental group students in the pre- and post-applications of the written performance skills test in favor of the post-application at the level of the total score and test axes.

Terminology

- Systemic approach:

Procedurally, it is defined as a set of departure points that rely on constructivist theory and consisting of six teaching stages: observation, integration, exploration, clarification and interpretation, expansion, and evaluation. Also, it depends on the participation of advanced level non-native Arabic language learner effectively in building his knowledge through research and investigation to link the new cognitive structure with the previous one. In effect, this leads to meaningful learning based on understanding and possessing linguistic performance skills.

Written performance:

Procedurally, it is the ability of advanced-level of non-native Arabic language learners to write words with clear meanings and to create sentences and structures to practice language in natural situations.

Literature Review

Khaled Muhammad (2015: 426) states that writing for advanced level non-native Arabic language enables learners to

- Develop their ability to use their linguistic product.
- Prepare them for linguistic situations that require fluency and accuracy.
- -Train them on using linking tools.
- -Train them on writing short topics, dividing topics into paragraphs.
- -Train them to write social, personal and official messages.

It is noted that each linguistic skill is generally significant, however; writing skill is the ultimate goal of language teaching. Language is acquired by listening, speaking and reading. Learning spelling and calligraphy help learner express his thoughts and feelings. Cognitively, the learner gains linguistic fluency through writing and the ability to construct and arrange deep and wit paragraphs (Mohamed Saeed Moatasem, Mohamed Khair, 2013: 61).

Teaching writing has a great importance in teaching non-native Arabic language learners', such importance is manifested in satisfying learners needs at the intermediate and advanced levels of learning language in several areas, including writing articles, reports, notes, lectures, research and scientific theses, performing formal and informal tests, and fulfilling educational and professional purposes (Mahmoud El Naqa, 1985: 230).

Accordingly, as a tool to learn other language skills, it helps the student pick up vocabulary, learn and use structures, and supports his way of pronouncing letters, words, and sentences (Rushdi Ahmed Taima, And others, 2010), and achieving mutual understanding among Arabic speakers, increasing communication and exchanging experiences and ideas (Mohamed Abdel-Raouf, 1988: 49).

Asmaa Muhammad (2019, 19) pointed out that there are different ways to develop writing skill as follows:

- Copying: Transcription improves learner's handwriting.
- Sentence formation: For the learner, it is necessary to create a logical sentence.
- Readability and understanding: Recognizing the meaning of different words and understanding their usage in sentences and structures is necessary for the learner, as writing will be difficult without comprehension skills.
- Planning, revising and editing: Before writing, a good writer makes a plan for what they will write.

The second axis: Systematic approach and development of linguistic performance:

The systemic approach is a thought-oriented approach that takes care of all facts similarly and without exception. Basically, the systemic approach is based on cognitive psychology theories in teaching and learning process, which is concerned with studying the internal mental processes in learner's mind such as the acquisition of knowledge, its organization and storage in his memory, and how he uses it (Daribi, A. 2002: 224; Meskahi, 2002: 53, Alzahrani, S. 2024.).

Systemic approach is the investigation of concepts and topics in an integrated, systematic form in which all relationships between facts and concepts become clear to achieve the desired goals (Kamel, M. ; 2024 Rehab Ahmed, 2009: 264).

The systemic approach aims at:

- helping students to learn meaningfully by providing them with clear understanding of the nature of concepts, their role, and the relationship between them.

- - Developing students' ability to think inductively and deductively.
- - Providing students with educational experiences systematically with various aspects of experience (cognitive, emotional, and psychological kinetic) in harmony with the learning process.
- - Enhancing learners' higher-order thinking, analysis, and synthesis skills.
- - Fostering innovative thinking and identifying incorrect perceptions in the learner's cognitive structure and correcting them while learning.

The proposed model for enhancing linguistic performance in accordance with the systemic approach in teaching and learning:

To develop learners' linguistic performance, the following model was proposed based on the psychological and philosophical foundations of the systemic approach to teaching and learning:

Procedural objectives: The objectives are specifically and clearly formulated to be observable and measurable.

Teaching aids and tools: It should achieve the objectives appropriately, varied to accommodate individual diversity among learners.

Learning prerequisites: to identify prior learning levels.

Content: it should be inclusive and complementary with the goals, and combines a positive learner's role.

Written Linguistic performance skills: systemic learning principles are used to identify language performance skills that need to be developed appropriately in this step.

Building a system diagram: In this phase, learners work together in small groups (5-6 students) to develop a systematic plan for enhancing integrated and systematic linguistic performance.

Evaluation: Learning aspects should be included, goals and content should be integrated, questions should be varied to suit all levels. There should be discrimination between pre, formative and final evaluation.

Feedback: It should be performed any time and at any stage of the model.

Study Methodology, Tools and Procedures:

Methodology: The study used Quasi-experimental method to determine the effectiveness of the systemic approach in developing linguistic performance through applying study tools and experimental treatment of variables.

Study population: Non-native Arabic language learners (advanced level) to improve written linguistic performance 2023-2024 academic year.

Study sample: At the beginning of the academic year 2023-2024 AD, the researcher selected a sample of advanced non-native Arabic language learners to teach a program based on the systemic approach. The experimental study sample consisted of 30 non-native Arabic advanced learners from "Future Fun Languages Schools" Aba, Saudi Arabia.

Study Tools:

a-List of linguistic performance (writing) skills for advanced level learners:

The list includes:

- The purpose of the study which is to generate a list of linguistic performance (writing) skills that are appropriate for advanced level non-native Arabic language learners.

- Sources for deriving the list of linguistic performance skills (writing): analyzing some Arabic books and sources, and presenting them to specialized reviewers. It was presented to a group of reviewers to state their opinion, add whatever skills they deem appropriate or delete any inappropriate skills. Consequently, the researcher modified the wording of some statements.

B- The systemic approach program for developing linguistic performance and attitudes towards Arabic language:

The program was designed based on the foundations, objectives, content, appropriate activities, teaching and evaluation methods.

C-Preparing the student book:

The student book is prepared in light of the following:

Determining the general objective: The student's book was designed to enhance the performance of advanced

level non-native Arabic language learners using the systemic approach program.

Determining Student' Book Content: The student book includes four lessons on language performance skills. Each lesson includes tasks and activities that suits the nature of the lesson and skills.

D- Preparing Performance written test for advanced level non-native Arabic language learners: The test aims to assess learners' linguistic written performance using a systematic approach-based program.

The specification table was prepared for the test, and the questions were distributed according to the relative weight of the skills. The test consisted of (68) question including written and a multiple-choice type. Reviewers and specialists in the field of Arabic language teaching curricula reviewed the test items in its initial form to confirm its validity. To ensure accuracy and clarity, certain types of questions and synonyms were modified based on the arbitrators' views. To calculate validity and reliability; ease and difficulty; discrimination coefficients and test time, a pilot study was conducted to a sample consisting of (25) advanced level non-native Arabic language learners outside the basic sample. The test time reached 90 minutes. Test instructions have also been drafted, and the system for estimating answers has been defined. The test internal consistency was also calculated: the internal consistency of the "Language written Performance Skills" test was calculated on a sample (n = 25) of advanced level non-native Arabic language learners by calculating the correlation coefficient between the degree of each dimension and the overall degree of the Language Performance Skills Test (Writing) as shown in Table (1).

Table (1) Correlation coefficients between scores of written linguistic performance skills and the total score of the test (n=25)

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Subskills	Quality and clarity of writing	Good expression	Mastering grammar rules	Writing as a whole
Quality and clarity of writing	1	842,0**	759,0**	891,0**
Good expression		1	883,0**	921,0**
Mastering grammar rules			1	863,0**
Writing as a whole				1

Table (1) manifests that each of the test axes has a statistically significant correlation with the overall degree of testing, which means that the test has a high degree of internal consistency and all questions truly measure linguistic written performance skills. The test reliability has also been calculated through the split-half and alpha-Cronbach methods. The following table shows the following:

Table (2): Reliability coefficient of the written Linguistic Performance Skills Test

Subskills	Number of questions	Reliability coefficient by half division	Reliability coefficient using alpha method
Quality and clarity of writing	32	862,0	880,0
Good expression	16	870,0	873,0
Mastering grammar rules	20	921,0	890,0
Writing as a whole	68	902,0	874,0

Table (2) shows the reliability coefficient values for testing written linguistic performance skills. This reassures the researcher about the results of applying the written linguistic performance skills test of the basic experiment.

The final form of the written linguistic performance skills test: The preparation of the written linguistic performance skills test was prepared in its final form to be conducted to the research sample, see Appendix (6). The test included (53) questions.

Results and Discussion

The first question was fully answered via determining the suitable written linguistic performance skills for the learners.

The second question states that "To what extent written linguistic performance skills are available among advanced level non-native Arabic language learners?" Averages and percentages of written linguistic performance skills were calculated in the pre-measurement of sample in light of the following table.

Table (3) Averages and percentages scores of advanced level learners of non-native Arabic language learners' sample on the language performance skills test (written)

Subskills	the number	Average	Maximum degree	percentage
Quality and clarity of writing	30	10,6	24	25%
Good expression	30	30,5	60	9%
Mastering grammar rules	30	83,4	15	32%
Writing as a whole	30	00,16	87	18%

The above-mentioned table shows the percentages of the research's sample, which confirmed their weak linguistic written performance skills.

For the third question, it states that "What are the components of the systemic approach-based program for developing some linguistic written performance skills among advanced level non-native Arabic language learners?". The proposed program was created according to the research objectives to answer this question.

The fourth question states, "What is the effectiveness of using a systemic approach-based program in developing language performance skills among advanced-level of non-native Arabic language learners?" To verify the validity of the assumptions, the researcher found that:

1) There is a statistically significant difference at the level of ($\alpha \leq 0.05$) between the average scores of the experimental group students on the test of linguistic written performance skills in the pre- and post-measurements in favor of the post-linguistic performance test at the level of writing clarity. The average scores of the experimental group in the pre- and post-measurements were compared on the language performance skills test at the total scores and sub-axes levels. The researcher used Paired-Samples "T-Test" to detect the significance of the difference between the averages using (SPSS. v21) program.

Table (4): Means, standard deviations, and "T" values of the scores of the experimental group in the pre- and post-measurements of language performance skills test at total scores and sub-axes levels

Skill	Application	the number	Average	standard deviation	Degree of freedom	T value	Significance level	eta square"η2"	D value	Effect size
Clarity of writing	pre post	30 30	03,6 96,1	15,1 28,2	29	95,2	0.01	96	64,9	big
Good expression	pre post	30 30	26,5 63,5	90,0 32,1	29	46,1	0.01	99	90,19	big
Mastering grammar rules	pre post	30 30	80,4 46,1	15,1 01,1	29	17,2	0.01	96	72,9	big
Written linguistic performance at the total level	Pre post	30 30	93,1 06,8	43,2 41,2	29	57,1	0.01	99	90,19	big

According to table (4), the average scores of the research sample in the pre-measurement of the written linguistic performance test are (17.96) at the deductive understanding level. Meanwhile, the average scores of the post-test are (51.16), in which the "T" value reached (25.95).

2- After comparing the average scores of the experimental group for the pre- and post-measurements of the linguistic written performance skills test at writing clarity level, it was noted that the average post-measurement was higher than the pre-measurement. Consequently, the researcher attributed this to the use of systematic approach based-program. Moreover, (T) values are statistically significant at the level of (0.01) between the average scores of the experimental group for the pre- and post-measurements in the written linguistic performance skills test at the writing clarity level.

The aforementioned table shows a high effect size of the systemic approach-based program on developing writing clarity skills among advanced-level non-native Arabic language learners. Considering that the (d) value is greater than (8,0), the effect size of the independent variable (the systemic approach-based program) on the dependent variable (writing clarity skill) is large. This result means that 96% of the total variance of the dependent variable (writing clarity skill) is due to the independent variable (the systemic approach-based program).

Moreover, the research sample average scores in the pre-measurement of written linguistic performance test on the

good expression level is (26,5), while the post-test average scores are (16,51). The "T" value reached (95,25).

- After comparing the experimental group learners' average scores on the pre- and post-measurements of the linguistic performance skills test at good expression level, it was noted that the average of the post-measurement was higher than the pre-measurement. Hence, the researcher attributed this to the use of the systemic approach based-program for the experimental group. The T-values are statistically significant at the level of (0.01) between the average scores of the experimental group on the pre- and post-measurements in the linguistic performance skills test at the level of good expression.

- Table (4) represents a high effect size of the systemic approach based-program in developing the skill of good expression among advanced level non-native Arabic language learners. That is, the effect size of the independent variable (the systemic approach based-program) on the dependent variable (the good expression skill) is large, given that the value of (d) is greater than (8.0). This finding highlights that 99% of the total variance of the dependent variable (good expression skill) is due to the independent variable (the systemic approach based-program).

- Table (4) the research sample average score in the pre-measurement of the linguistic performance test (writing) at the level of grammatical rules' mastery is (80.4). The average of the post-test is (46,12). The "T" value reached (17,26).

- After comparing the experimental group learners average scores on the pre- and post-measurements of the linguistic performance skills test at the level of grammatical rules mastery, it was noted that the average post-measurement was higher than the pre-measurement, which the researcher attributed to the systemic approach based-program for the experimental group. The "T" values are statistically significant at the level of (0.01) between the average scores of the experimental group on the pre- and post-measurements in the linguistic performance skills test at the grammatical rules' mastery level. Additionally, table (4) represents a high effect size of the systemic approach based-program in developing the grammatical rules' mastery test among advanced level non-native Arabic

language learners. The independent variable effect size (the systemic approach based-program) over the dependent variable (grammatical rules' mastery skill) is large, given that value (d) is greater than (8,0). This result means that 96% of the total variance of the dependent variable (grammatical rules' mastery skill) is due to the independent variable (the systemic approach based-program). Table (4) also represents the research sample average scores in the pre-measurement of the written linguistic performance test on the total grades level is (93,15), while the post-test average is (06,85). The "T" value reached (57,127).

- After comparing the experimental group averages scores of the pre- and post-measurements on the linguistic performance skills test at the total grades level, it was noted that the averages of the post-measurement ware higher than the pre-measurement. The researcher attributed this to the effectiveness of the systemic approach based-program for the experimental group. The "T-values" are statistically significant at the level of (0.01) between the average scores of the experimental group for the pre- and post-measurements in the linguistic performance skills test at the total grade level. Therefore, the hypothesis was accepted, which states that: there was a statistically significant difference at the level of (0.01) between the experimental group learners' average scores of the written linguistic performance skills test (at the total grade level, and the sub-axes of the test) in the pre- and post-measurements in favor of the post-measurement.

- Table (4) represents a high effect size of the systemic approach based-program on developing the written linguistic performance skills test at the total grade level among advanced level of non-native Arabic language learners. The effect size of the independent variable (the systemic approach based-program) over the dependent variable (the written linguistic performance skills test at the total grade level) is large, given that the value of (d) is greater than (8,0). This result means that 99% of the total variance of the dependent variable (written linguistic performance skills test at the total grade level) is due to the independent variable (the systemic approach based-program).

The following chart shows the increase of the average scores of the experimental group in the post-measurement over the averages of the same group in the pre-measurement in the language performance skills test at the total score level among advanced-level of non-native Arabic language learners.
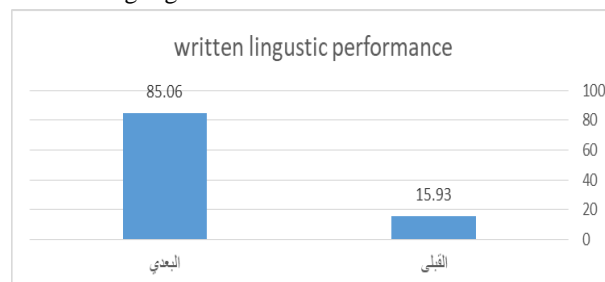

Fig (1): Graphical representation of the learners` average scores in the experimental group in the pre and post measurements to test language performance skills at the total grade level.

Discussion

The tasks and activities based on the systemic approach opened the door for developing linguistic written performance in achieving the following:

- Increasing opportunities for interaction between the learners themselves during implementing writing exercises in the classroom.

- Providing learners with active learning, which increases their writing skills in learning to write

- Developing written expression skills through the use of pictures and expressing them in appropriate sentences.

- Developing the learners` skills in analysis and synthesis to achieve creativity, thus improving the quality of teaching and learning writing skills.

- Providing a suitable environment for teaching and learning within the classroom; Which leads to increased enjoyment of learning to write.

- Paying attention to developing the skills of linking known words and new words, which deepens the learners' cognitive structure.

The systemic approach also provided an opportunity to develop written linguistic performance through:

- **Planning, reviewing and editing text:** the student is prepared to know what he will write, and to teach him to review, proofread, and edit the text.

- **Reading aloud:** the student wrote what is read out loud. This helped him to know whether there was a lack of coherence in the sentences in some

place or if there was a complexity in some place and to modify it.

- **Expressing personal thoughts:** The student expressed his personality through his writing, which helped in developing the writing skill. Some stories or personal situations were also added to enrich the content.

- **Copying and editing conversations:** Copying and modifying conversations help in developing the learner's writing skill. He would copy a conversation he had recently had with someone. Then he starts editing and modifying it by deleting irrelevant words and modifying the sentences.

Self-regulation: Where the student was asked to determine the number of words that should be written and follow this matter.

This finding is consistent with RYahab Ahmed Nasr (2009), Sayed Muhammad Abdullah Abd Rabbo (2019), Bahaa Shubram (2020). They confirmed the effectiveness of the systemic approach in developing many educational variables.

Hence, the study reached the effectiveness of the systemic approach-based program to develop written linguistic performance at the total grade level of the test and the sub-axes. Including clarity of writing, good expression, and mastery of grammatical rules among advanced-level among non-native Arabic language learners.

The study recommended supporting the systemic approach, as it is necessary to create an appropriate environment to develop the linguistic performance, through developing the curriculum in light of the systemic approach. Moreover, the study calls for rebuilding curricula for teaching the language to non-native speakers according to the systemic approach to benefit the educational process, developing the teaching of the Arabic language to non-native speakers, and developing linguistic performance in terms of goals, content, teaching methods, and evaluation. **Additionally, it is seminal to** hold training courses for Arabic language teachers to train teachers on using the systemic approach to develop learners' linguistic performance.

Ethical Approval Declaration

"All procedures involving human participants in this study were conducted in accordance with the ethical standards set by applicable research guidelines and the principles of the 1964 Declaration of Helsinki and its subsequent amendments. Ethical approval was secured before the commencement of data collection."

Data availability:-
The datasets generated and analysed during the current study will be available from the author upon reasonable request.

Consent for publication:-
I hereby provide consent for the publication of the manuscript detailed above.

Competing interests:-
The authors declare no competing interests.

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