Effect of an Activity-Based Learning In Teaching Arabic Paragraph Writing To AFL Learners

A. Sathikulameen*[1], K.M.A. Ahamed Zubair[2],
A. Abdul Hai Hasani Nadwi[3], M. Ahamedullah[4], A.M. Ali Ibrahim[5]
[1,2]The New College, Chennai, India.
[3,4]B.S. Abdur Rahman Crescent Institute of Science and Technology, India,
[5]Jamal Mohamed College, India
sathikphd@gmail.com*[1], ahamedzubair@thenewcollege.edu.in[2],
hainadwi@gmail.com[3], ahamadbukhari@gmail.com[4], aliibrahimjamali@gmail.com[5]

Abstract
This paper examined an activity-based approach that fosters Arabic paragraph writing of AFL (Arabic as a Foreign Language) undergraduate learners at The New College, Chennai, India. A total of 25 learners were chosen for this study. They participated in the selected activities to improve their paragraph writing skills in Arabic. The chosen group showed signs of progress in this activity-based approach. For this study, the data were collected through quantitative and qualitative questionnaires before and after the activities. The results showed that the activity-based approach brought about potential changes in their paragraph writing skills. This study has both pedagogical and policy-level implications for fostering paragraph writing skills. The pedagogical implications emphasize the value of learner-centred tactics in improving Arabic paragraph writing abilities, and the policy-level implications underline the need to introduce learner-centric language teaching methodologies in higher education.
Keywords: Activity-Based Learning; Arabic; Paragraph Writing; Classroom Activities; Arabic as a Foreign Language; AFL

INTRODUCTION

Teaching and learning are intertwined in the educational sphere. Only education aspires to provide its learners with the required knowledge and empower them with a variety of skills that are necessary for any individual to excel in their chosen fields. Teachers are the central figure and must establish standards ideal for their learners to give the youth and multitudes the correct information. They must be knowledgeable about the issue and sufficiently competent. David C. Berliner and Barak Rosenshine believe that a description of how knowledge is acquired in the classroom must, at the very least, concentrate on the curriculum to be taught, the method by which information is communicated, and the teacher's role in encouraging the acquisition of knowledge and skills for classroom instruction to be interesting, understandable, and enjoyable. The retention capacity of learners is impacted by placing more emphasis on practical learning in the classroom. For the students to enjoy the class and set goals, the teachers must be flexible in response to the changing demands of the learners and the classroom environment. One such approach is activity-based learning (ABL), which is a learning process where learners are continuously engaged (Helena, 2010). "activity-based learning" refers to a teaching method where learners actively engage in the learning process rather than simply listening. Today's teachers place a strong emphasis on the learner, and they begin by considering their pupils while developing their lesson plans

for teaching writing skills.

One of the most challenging skills to master when learning a language is writing. When teaching students how to write paragraphs, teachers must pay particular attention to the learners. Using an activity-based approach in teaching paragraphs has a vital impact on raising learners' attention and learning results when motivating and training learners to develop paragraph writing skills. The innovative pedagogical techniques employed by teachers and the learners' enthusiasm for their language learning can both have an impact on how well any language skills are taught. Writing skills are one of the most challenging skills in LSRW and require particular concentration for every learner. This study looks at ways to improve the Arabic paragraph writing skills of select AFL learners.

Activity-based learning involves students taking an active role in the learning process rather than just passively trying to absorb lectures. Its fundamental tenet is that learning ought to include performing some practical experiments and activities rather than primarily listening to lectures. The goal of activity-based teaching is for a teacher to actively involve learners in teaching, captivating them to participate in their learning. In some ancient modes of education, the teacher was frequently seen as a subject matter expert who only imparted knowledge to the learners. In this setting, learners were expected to function like sponges, soaking up information without special effort. Although the pupils were instructed, there was only sometimes a strong emphasis on their participation and active learning inside the classroom.

However, in activity-based instruction, the teacher employs several strategies to engage the pupils and turn them into partners in their learning. In this kind of setting, the teacher's role is to function as a facilitator for the learners, and they need to engage them and ensure that they take an active part in the learning process, which can be frequently achieved by developing several activities and projects that learners do as they learn. The educator must exert much effort while using activity-based learning. When employing this approach, teachers must design courses and lesson plans that allow learners to participate in their education. There are ten classroom-based activities devised and used to improve the Arabic paragraph writing skills of AFL Learners at The New College. This study describes how implementing classroom-based activities can help learners develop their Arabic paragraph writing skills.

METHOD

Teaching Arabic paragraph writing skills to non-native speakers of Arabic is always challenging. It is not easy for teachers of other languages to teach Arabic writing skills to non-native speakers of Arabic. Teachers need help training their learners in paragraph writing and making them write general paragraphs in Arabic. The teachers have been trying different approaches to teaching Arabic writing skills. They have found that most learners need help learning to write broad paragraphs in Arabic and express their thoughts effectively in Arabic. The same learning issue exists among The New College learners who need more confidence and are hesitant to write general paragraphs in Arabic. They require assistance through an activity-based approach. This study explores the implementation of classroom activities aimed at enhancing Arabic paragraph writing skills. In addition, this study tries to find out whether or not implementing the selected activities increases the learners' confidence and motivation

to write general paragraphs in Arabic. This study hypothesizes that when the selected activity-based activities are implemented in the classes chosen to teach Arabic paragraph writing skills, there is significant learning from the selected learners. This study was guided by one central research question, which is listed below (i) How can implementing classroom-based activities help learners develop their Arabic paragraph writing skills?

For this study, 25 learners were selected, and only 15 were active participants in all 10 activities that were being taught in a bilingual approach (English and Arabic). They were enrolled in The New College's third year of a B.A. in Arabic. The experimental group of 15 learners received activity-based training. As stated in the research design, they were tested twice. Ten days of lessons included ten different activities.

The experimentation group consisted of 25 learners. They had an assessment (pre-test) of their Arabic paragraph writing proficiency before the start of the study. The activities were developed based on how they performed. The participants were told about the study's objective. The two actions they had to conduct during the trial phase were explained to them. First, ten exercises were used to help the learners improve their paragraph-writing abilities, and then they were given quantitative and qualitative questionnaires to assess those abilities. Additionally, they were instructed to email the teachers and communicate with them through Google Classroom. During the study period, the learners were asked to ask questions to help clarify their worries about paragraph writing techniques.

The respondents' pretest and post-test results students' responses were evaluated using the grading procedure. The results of the pretest and post-test were handled as numerical data, enabling statistical analysis. Conducting student interviews was a part of the research's qualitative component. To learn more in-depth information about the student's opinions and experiences with the activity-based approach, semi-structured interviews were employed. Throughout the discussions, students were encouraged to express their opinions about the method's success in enhancing their paragraph-writing abilities. The participants were encouraged to express their views about the success of learning activities in enhancing their paragraph-writing capabilities. To find recurring themes and patterns in the students' responses, these interviews were transcribed and subject to a thematic analysis. Analysis of the qualitative data helped better understand how the learners felt about the intervention and added important context to the quantitative results.

RESULTS AND DISCUSSION

This study followed the process-genre approach of Badger and White (2000) as the theoretical background to teach paragraph writing to select learners through ten classroom activities. Here are the ten classroom activities applied in this study:

1. **Word Generation /** توليد الكلمات

To develop learners' vocabulary generation skills the teacher needs to give one topic to the group. The group needs to generate 100 words for the given topic. Finally, they will consolidate all the words. Group work (10 learners). For example, topic: الكلية

الجديدة (The New College). Words: College, institute, arts, languages, Chennai,

mosque, university, playground, football, teacher, teaching, learning, lessons, class, classrooms, auditorium (لغات،، فنون، معهد، كلية، كرة تشيناي ملعب، جامعة، مسجد، ،

.(قدم، مدرس، تعليم، تعلم، دروس، فصل، فصول دراسية، قاعة

2. Sentence Generation/ تركيب الجمل المفيدة

To develop learners' sentence-generation skills. Nature of Activity group work (10 learners). The teacher needs to give one theme (Paragraph topic) to a group and instruct them to write five sentences each. Finally, the teacher will consolidate all the sentences. For example, topic: الكلية الجديدة (The New College) Use the sentences

provided (يبلغ الكلية، في مسجد يقع عديدة، أقسام الكلية في يوجد كبيرة، كلية الجديدة الكلية

.(عدد الطلاب في كليتنا حوالي ٥٠٠٠، كليتنا تابعة لجامعة مدراس

Picture 1. Nature of Activity group work

3. A-Z (ي-أ) Vocabulary Generation with Relevance/ توليد المفردات ذات الصلة

To develop learners' vocabulary generation with relevance through an A-Z method. The nature of the activity group task and the procedure is learners are given an alphabet each and instructed to write as many words as possible on the given theme with relevance. Then consolidate them and check their level of relevant vocabulary on the given theme at the end. For example, theme: Write 5 appropriate words on Education, Learning and Institution by commencing with letters م and ت (every 5 words).
Relevant Words:

Letter ت

تعليم – تدريس – تطبيق – تربية - تمرين

Letter م

معهد – مدرس – معلم - مكتب - منهج

4. Topic Sentence Creation/ إنشاء عنوان الجملة

To develop learners' topic sentence generation skills. The nature of the activity is individual work. The procedure is the teacher needs to give one paragraph without a topic sentence. learners are asked to write appropriate topic sentences. For example topic sentence: الهند بلد عظيم/ India is a great country, paragraph:

أولاً، لديها نظام رعاية صحية ممتاز. يتمتع جميع الهنود بإمكانية الوصول إلى الخدمات الطبية بسعر معقول. ثانيًا، تنعم الهند بمستوى عالٍ من التعليم. يتم تعليم الطلاب من قبل معلمين مدربين تدريباً جيداً ويتم تشجيعهم على مواصلة الدراسة في الكليات والجامعات. أخيرًا، مدن الهند نظيفة وتتم إدارتها بكفاءة. يوجد في المدن الهندية العديد من المتنزهات والملاعب والكثير من المساحات التي يعيش فيها الناس. نتيجة لذلك، تعد الهند مكانًا جذابًا للعيش فيها.

5. Supporting Sentence Creation/ إنشاء الجمل المساعدة

To develop learners' supporting sentence-generation skills. The nature of the activity is individual work. The procedure is The teacher needs to give a topic sentence and a concluding sentence without supporting sentences. learners are asked to write appropriate supporting sentences. For example, paragraph (without supporting sentences):

الهند هي أرق البلدان في العالم للعيش فيها. ــ

ــ نتيجة لذلك، تعد الهند

مكانًا جذابًا للعيش فيه.

Paragraph with supporting sentences: الهند بلد عظيم

الهند هي أرق البلدان في العالم للعيش فيها. أولاً، لديها نظام رعاية صحية ممتاز. يتمتع جميع الهنود بإمكانية الوصول إلى الخدمات الطبية بسعر معقول. ثانيًا، تنعم الهند بمستوى عالٍ من التعليم. يتم تعليم الطلاب من قبل معلمين مدربين تدريباً جيداً ويتم تشجيعهم على مواصلة الدراسة في الكليات والجامعات. أخيرًا، مدن الهند نظيفة وتتم إدارتها بكفاءة. يوجد في المدن الهندية العديد من المتنزهات والملاعب والكثير من المساحات التي يعيش فيها الناس. نتيجة لذلك، تعد الهند مكانًا جذابًا للعيش فيها.

6. Concluding Sentence Generation/ توليد الجملة الختامية

To develop learners' concluding sentence generation skills. Nature of activity: Group work (25 learners) and the procedure is the teacher needs to give one paragraph without a concluding sentence. learners are asked to write appropriate concluding sentences. For example, paragraph (without concluding sentence):

الهند هي أرق البلدان في العالم للعيش فيها. أولاً، لديها نظام رعاية صحية ممتاز. يتمتع جميع الهنود بإمكانية الوصول إلى الخدمات الطبية بسعر معقول. ثانيًا، تنعم الهند بمستوى عالٍ من التعليم. يتم تعليم الطلاب من قبل معلمين مدربين تدريباً جيداً ويتم تشجيعهم على مواصلة الدراسة في الكليات والجامعات. أخيرًا، مدن الهند نظيفة وتتم إدارتها بكفاءة. يوجد في المدن الهندية العديد من المتنزهات والملاعب والكثير من المساحات التي يعيش فيها الناس. نتيجة لذلك،.........

Concluding sentences: تعد الهند مكانًا جذابًا للعيش فيه

7. Organizing sentences in Paragraph/ تنظيم الجمل في فقرة

To develop learners' sentence-organizing skills for paragraph writing. Nature of activity: individual work and the procedure is the teacher needs to give paragraphs in jumbled sentence order. learners are asked to organize sentences in a paragraph. For example, paragraph (in a jumbled order/ الجمل المختلطة):

ثانيًا، تنعم الهند بمستوى عالٍ من التعليم. يتم تعليم الطلاب من قبل معلمين مدربين تدريباً جيداً ويتم تشجيعهم على مواصلة الدراسة في الكليات والجامعات.

نتيجة لذلك، تعد الهند مكانًا جذابًا للعيش فيها.

أخيرًا، مدن الهند نظيفة وتتم إدارتها بكفاءة. يوجد في المدن الهندية العديد من المتنزهات والملاعب والكثير من المساحات التي يعيش فيها الناس.

أولاً، لديها نظام رعاية صحية ممتاز. يتمتع جميع الهنود بإمكانية الوصول إلى الخدمات الطبية بسعر معقول.

الهند هي أرقى البلدان في العالم للعيش فيها.

Organized sentences/ الجمل المنظمة

الهند هي أرقى البلدان في العالم للعيش فيها. أولاً، لديها نظام رعاية صحية ممتاز. يتمتع جميع الهنود بإمكانية الوصول إلى الخدمات الطبية بسعر معقول. ثانيًا، تنعم الهند بمستوى عالٍ من التعليم. يتم تعليم الطلاب من قبل معلمين مدربين تدريباً جيداً ويتم تشجيعهم على مواصلة الدراسة في الكليات والجامعات. أخيرًا، مدن الهند نظيفة وتتم إدارتها بكفاءة. يوجد في المدن الهندية العديد من المتنزهات والملاعب والكثير من المساحات التي يعيش فيها الناس. نتيجة لذلك، تعد الهند مكانًا جذابًا للعيش فيها.

8. Writing a Paragraph with Coherence/ كتابة فقرة مع الترابط

Group A   Group- B

Picture 2. Nature of Activity group work coordinate with their friends to make sentences

To improve learners' paragraph writing skills with coherence. Nature of activity: individual task and the procedure is in any class, after regular lessons are taught, learners should be instructed to write sentences from the prescribed text(s) with coherence. This sets a platform for learners to come up with more sentences related to the text(s) with coherence, which later will help them coordinate with their friends to make sentences of

their own. The teacher has handled the following paragraph/essay and explained the text as follows:

مَدِينَة نيويورك

تُعتَبَرُ مَدِينَة نيويورك مِن أَكْبَر وأشهر المُدُن في العَالَمِ. هي إحْدَى مدن ولاية نيويورك وتقع على الساحل الشرقي للولايات الأمريكية المُتَّحدَة وَتقعُ عَلى شواطئ المُحِيط الأطلنطي. وتُوجد فِيهَا مَقرُّ هَيْئَة الأمم المتحدة ومراكز أعظم البنوك الدولية وأشهر البورصات العالمية.

تُعْتَبَرُ هَذِهِ المَدينة من أهم المراكِز لِلنَّشاطات الثقافية والاقتصادية والمالية في العالم. وتحتوي على مكتبات عِدة ومسارح مشهورة والعديد من الجامعات والكليات والمعاهد.

يَتَشكَّلُ سُكَّان المَدِينَةِ مِن أقليات قوميَّةٍ هاجرت إليها خِلالَ القُرُون المَاضِيَّةِ مِن جَمِيع أنحاء العالم. أنَّ التَّجمع لِعَدِيدٍ مِنَ الأَقلَيَاتِ في مَدِينَة نيويورك ضمن لها أن تكون مركزا للمُنظمات السياسية والدِّينيَّة والاجتماعية المتنوعة.

The learners have written the following sentences with coherence as follows:

١. مَدِينَة نيويورك- هي مَدِينَة كبيرة

٢. مَدِينَة نيويورك- هي مَدِينَة شهيرة

٣. تقع على الساحل الشرقي للولايات الأمريكية

٤. وتُوجد فِيهَا هَيْئَة الأمم المتحدة

٥. وتُوجد فِيهَا البنوك الدولية

٦. وتُوجد فِيهَا البورصات العالمية

٧. مركز الثقافية والاقتصادية والمالية

٨. وتُوجد فِيهَا الجامعات والكليات

٩. مركز المُنظمات السياسية والدِّينيَّة والاجتماعية

9. Short Paragraph Writing/ كتابة فقرة قصيرة

To develop learners' short-paragraph writing skills. Nature of activity: group work (10 learners each) and the procedure is ten learners are to be assigned to a group. 2 groups are to be formed and each should be given one theme. learners should be instructed to write a paragraph in the following way:
S1 - Topic Sentence
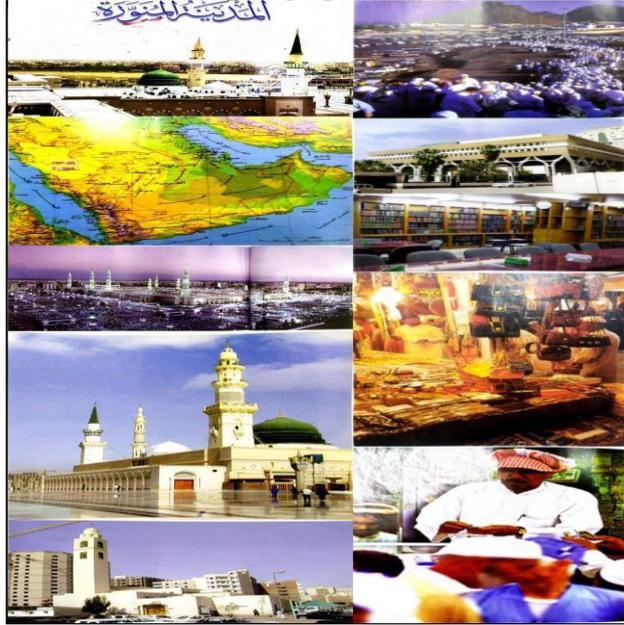S2 - S9 - Supporting Sentences
S10 - Concluding Sentence

The teacher has given two topics namely: The Time (الوقت) and My Family

(أسرتي)

10. Using Pictures to Write a Paragraph / استخدام الصور لكتابة فقرة

To develop learners' paragraph writing skills through pictures. Nature of activity: group work and the procedure is the teacher needs to select 10 learners in a group. The group should be assigned a picture and encouraged to write a paragraph using clues given in the picture

Picture: 10 pictures illustrating various geographical places and people of the Kingdom of Saudi Arabia to write a paragraph on المملكة العربية السعودية

Supporting sentences:

١. في المملكة العربية السعودية خمس مناطق، هي المنطقةُ التَّي تَقَعُ في وسط البلاد، وهي: منطقة نجد، وفيها الرياض عاصمة البلاد.

٢. ثُمَّ المنطقة التي تقع في غرب البلاد، وهي الحجاز، ومن المدن الكبيرة في الحجاز مكة المكرمة والمدينة المنورة وجُدَّة والطائف.

٣. والمنطقة الشرقية واسمها «الأحساء»، وهي «عسير» وعاصمة عسير «أبها»، ثُمَّ المنطقة الشمالية، ومن المدن الكبيرة فيها «تبوك». ومنطقة الجنوب.

٤. يَقومُ الحُكْمُ في المملكة العربية السعودية على الدين الإسلامي والقرآن الكريم والسنة النبوية.

٥. عَدَدُ السكان في المملكة تسعة ملايين شخص، والعُمْلَةُ هي الرّيالُ السُّعودي، اللغة العربية لغة البلاد، والتقويم الذي تَعْمَلُ به المملكة هو التقويم الهجري، والعطلة الأسبوعية يومان الخميس والجمعة.

٦. أما الأعياد السنوية فهي عيد الفطر وعيدُ الأَضْحَى.

مُنْذُ أَنْ وَضَعَ الملك عبد العزيز بن عَبْدِ الرَّحمن آل سعود أساس الحكم الإسلامي في البِلادِ ظلت المَمْلَكَةُ إلى اليوم تحمل رسالة الإسلام إلى العالم.

Concluding Sentence:

تعمل المملكة بكل قوة على أن تتقدم البلاد في السياسة والاقتصاد والعلم والحضارة

For the post-test learners are asked to write a paragraph(s) on the following topic:

(Alexandria)الإسكندرية

الإِسْكَندَرِيَّةُ مَدينةٌ جَميلَةٌ، تَقَعُ عَلَى البَحْرِ الأبيض المتوسط، وهي المدينةُ الثَّانِيَةُ في جُمهوريَّةِ مِصْرَ الْعَرَبِيَّة. يعيش في المدينة نَحْو مِليونين، ويُزورُها عَدَدٌ كبيرٌ من داخل مصر ومن البلادِ الأجنبية. الجو فيها جميل كُل الأوقات. والطَّريقُ البَحْرِيُّ للمدينة جميل وطويل؛ إذ يبلغ نَحْوَ ٢٤ كيلومتر. ويَصِلُ القاهرة بالإسكندرية طريقان: طَريقٌ صحراوي، وطريق زراعي.

والإسكندرية مدينة قديمة جداً. وضع أساسها إِسْكَنْدَرُ الأكْبَرُ مَلِكُ مَقْدونيا في سنة ٣٣٢ قَبْلَ الميلاد، وجعلَها مَرْكَزاً لحكومته، ثم صارَتْ مركزاً لِلنِّجارَةِ بَيْنَ أَهْلِ الشَّرْقِ والغَرْب، كما صارَتْ أَيْضاً مركزاً للعلم والحضارة؛ فقد أقام بها الملك بطليموس مدرسةً كبيرةً حضر إلَيْهَا كِبار العلماء لتعليم العلوم والفنون، كما أقام الملك بها سنة ٣٠٠ ق . م مَكْتَبَةٌ، جمع فيها عدداً كبيراً من الكُتُبِ. ولما وصل يوليوس قيصر إلى الإسكندرية سنة ٤٨ ق . م ، وقعت حروب، وأخرقَتْ النَّارُ كثيراً من الدور، ومن بينها مكتبة الإسكندرية. ثم أقامَتْ الملكة كليوباترة مكتبة جديدة، ولكن النار قضت عليها أيضاً خلال الحروب التي وقعت سنة ٣٦ م، وذلك قَبْلَ أَنْ يَصِلُ العَرَبُ إلى الإسكندرية بستة قرون.

Through this synthesis of both the process and genre-based approach, the development of paragraph writing happened by drawing out the learners' potential through the process of classroom activities from basic to advanced training to write paragraphs in Arabic and then, by providing inputs to the learners on genre approach of paragraph (Badger and White 2000). This approach was suitable for this study because paragraph writing was one of the genres and the study proceeded in the process from the first to tenth classroom activities. They learned paragraph writing skills through the different stages of classroom activities. To acquire a deeper understanding of the study issues, findings from both quantitative and qualitative analyses were compared and contrasted. A fuller and more nuanced evaluation of the efficacy of the activity-based approach was made possible by the merging of the two forms of data. The answers were evaluated using the scoring method. The numerical data had been summed up to get marks to do statistical analysis:

Table 1 Students' Score in Activity-Based Learning In Arabic Paragraph Writing

RESPONDENTS	PRE-TEST	POST-TEST
S1	6	9
S2	3	8
S3	4	7

S4	3	8
S5	6	9
S6	7	7
S7	3	8
S8	6	8
S9	6	9
S10	7	8
S11	6	9
S12	2	9
S13	6	9
S14	6	8
S15	6	8

The performance of the learners' paragraph writing skills was tested before and after the ten-activity phase: 1. Pre-test and 2. Post-test. When compared to the pre-test, post-test results showed better progress in learners' paragraph writing skills. The learners were tested before and after the activity phase for 10 marks through paragraph writing tests. The pre-test and post-test scores of the respondents were recorded. The pre-test and post-test results for the 15 respondents (S1 to S15) who took part in the study are shown in the table-1. The respondents' responses were evaluated using the scoring method, and their numerical data was added up to get scores for statistical analysis. The pre-test scores ranged from 2 to 7, and the post-test scores ranged from 7 to 9, as shown in the table. The majority of respondents demonstrated improvement in their post-test scores relative to their pre-test scores, demonstrating that the activity-based approach had a beneficial effect on their ability to write paragraphs. With scores rising by 5 points from the pre-test to the post-test, respondents S2, S4, S7, and S12 had the most improvement. Respondents S3 and S14, on the other hand, exhibited the least increase, with their scores rising by just 3 points. Overall, the statistics indicate that the activity-based strategy was successful in improving respondents' paragraph writing abilities because the majority of them showed improvement in the post-test. It is also clear that the rate of development varied between respondents, suggesting that variables including their beginning level of competence, participation in the activities, and individual motivation may have influenced their results. To fully comprehend the particular variables causing the respondents' various degrees of improvement, more study and research would be needed.

The learners of The New College were given thirteen questions to read and answer the questions based on the ten-activity phase. They were requested to share their experiences of learning and writing a paragraph. The learners answered in the following way. The learners responded to their questionnaires positively and received constructive feedback and their learning experiences. Most of the learners enjoyed their activities with academic zeal and enthusiasm. Students reported that these activities encouraged their learning outcomes and aimed at better results and these activities as desired. They were delighted by these ten activities and they had been trained enough to generate words for paragraph formation, as they related through the second question of their questionnaires.

Students expressed their capacity to generate words without any difficulties. They became confident enough to write their theme of paragraphs lucidly as they quoted in their questionnaires. Also became competent in writing the theme of paragraphs as

they related. They were acquainted with writing the vocabulary list and generating their words of relevance to write up in A to Z mode. Students gained their mastery of writing relevant list vocabularies in A to Z mode. Students had attained their level to write effectively the topic sentences for their paragraphs. Besides that, they gained the ability to exhibit the proper topic sentences following their questionnaires. They expressed that they were trained to draft their supporting sentences successfully, and became competent to construct their supporting sentences in a meaningful manner, as per their feedback.

All learners attempted to write their concluding sentences in a meaningful manner and right context. They also succeeded in their efforts. Students had attained their skill in identifying the concluding sentences for their paragraphs as they related through their questionnaires. They also received enough exposure in the formation of concluding sentences as quoted in their feedback. Their answers stated that the jumbled sentences were arranged in a meaningful manner by the learners. Also expressed their acknowledgements for ordering the jumbled sentences in the right way. They enjoyed these academic exercises. The task of framing paragraphs with coherence had been carried out among the learners in a fruitful way. The majority of learners responded correctly. This activity is very useful in developing paragraph writing skills. They praised this activity in a laudable way

They were confident enough and gained the ability to write paragraphs in the desired manner and style. Students would write paragraphs on their own accord in future through these academic exercises. The pictorial representation of images made a good impact on the learners. They learned to write paragraphs with the help of pictures. Also asserted that pictures help frame paragraphs. All the learners were satisfied with the learning experiences encountered through these academic activities. Also satisfied with the learning experiences they grasped. These activities helped to develop my skills in paragraph writing also praised these activities as stepping stones in paragraph writing.

CONCLUSION

The process-genre approach is not only an effective pedagogy, but it is strong in terms of episteme. It is useful as the framework for teaching adult learners who are at the tertiary level. The other product-based approaches can cater to the requirements of school learners. So, the selected approach can be integrated into a part of this teaching. Especially not only in paragraph writing but also in other genres of writing. The learners answered that they had learned to write a paragraph effectively after this study. At the UG level, learning Arabic demands consistent effort from the teacher and the learners. For them to develop the linguistic skills, constant practice is required. Arabic is a phenomenon that is a foreign language, so it has very little exposure in the social context of society. People can never write or share in Arabic because it is a foreign language. To shape learners' Arabic language skills in paragraph writing, the college thus plays a crucial role in providing a language learning environment in a social context. The setting for learning Arabic is subpar, but the anticipated climate is in the use of language. Learners in this study require an atmosphere to be created through classroom activities so they can practice their skills.

To practice their skills individually in this study, learners require a setting built through classroom activities. Without allowing them to develop language skills to realize language's purpose as a method of communication, classroom theoretical teaching forces

learners to learn Arabic to memorize and convey it in the exam. This study model included ten classroom activities, and the Arabic language setting will offer a favourable learning environment and inspire student passion and drive to write a paragraph in Arabic efficiently. The data collected for the survey shows a significant difference in their performance from the pre-test to the post-test after activity-based approaches in developing their paragraph writing skills. The instruments used in the pre-test and the post-test were paragraphs. The findings confirmed the positive effects of using activity-based methods on the select AFL learners of The New College—the results of this study point to several prospective areas for further investigation. First, researching particular activity-based teaching strategies may help identify the best ways to help AFL students improve their ability to write paragraphs.

Furthermore, longitudinal studies can examine how the activity-based method affects language memory and performance. It may be beneficial to investigate the effects of including cultural and social components in the strategy. A broader viewpoint might also be offered by expanding the study to include a more extensive and more varied sample of AFL students. Finally, examining the possibility of incorporating technology and online platforms into the strategy may be able to keep up with the changing language teaching needs. These study principles can help improve Arabic language training and produce more exciting learning opportunities for AFL students. Since there is a dearth of the process-genre approach in paragraphs in general and academic writing. For Future studies, this theoretical framework can be used in getting learning outcomes in writing classrooms.

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