

THE DESIGN OF ARABIC LINGUISTIC CONTENT (ALC) FOR UGANDAN ADULT BEGINNERS (UAB)

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Abstract

This paper aims at analyzing the mechanisms of designing Arabic linguistic content (ALC) for Ugandan adult beginners (UAB). The paper is descriptive and analytical in nature. It describes the conventional design of ALC proceeded by the detailed functional analyses for UAB. The focus is centered on two major ALC design components: ALC linguistic design and ALC technical design. On one hand, the paper analyses the two major aims of ALC linguistic design including the deliberate selection of lexical content, grammatical and morphological rules. On another hand, the paper analyses the three Major Aims of ALC technical design including: deciding on ALC format, developing ALC instructional strategy and developing ALC evaluation strategies. The analysis of ALC development format involves the guide to expand ALC synonyms and antonyms using Arabic derivative morphology ADM. The format design also involves planning the best modes of how to impart the ALC knowledge to UAB audience. Whereas the analysis of ALC instructional strategy development touched ALC theoretical models, ALC instructional framework, and ALC instructional activities. Finally, the paper analyses the ALC evaluation strategies which includes designing ALC learning outcomes, teaching and learning experiences as well as ALC assessment strategies. Such a carefully constructed ALC design is recommendable for the related ALC curriculum and instructional design, research and experiments in favor of UAB.

Keywords: Arabic Linguistic Content, linguistic design, technical design, Arabic Derivative morphology, Lexical Content

INTRODUCTION

The design of ALC requires the resource persons to begin with the assessment and work their way backward. This is done because it creates better objective alignment as well as assuring ALC learning experiences are in agreement with what they ought to test. Thus, it is also advisable to use backward design, learning outcomes so that the resource persons create a foundation for designing all about ALC course. Hence,

resource person identifies learning goals and objectives and learning outcomes. By identifying learning outcomes, they can then work backwards to develop approaches to instruction and course progression that achieves the stated learning outcomes.

During ALC design the resource person designs the major instructional, lexical, grammatical as well as morphological content. Since the resource persons gather all necessary information during the analysis stage including ALC's target audience, the goals and aim to achieve. The resource persons also determine the best way to deliver the information. At this level resource person designs the laying out of ALC structure as it is necessary to be done during pre-experimental stage. The major concern of ALC design activities is to create ALC standard structure. The layout of ALC included the descriptions of main topics that covers ALC goals as well as short descriptions of the contents and a general idea about ALC output will look like. At the end of design stage the resource person creates a scientific document that guide the ALC instructional developments.

The design of ALC for UAB is centered on two major components: Designing ALC Content and ALC Technical Design. ALC design is meant to accomplish three main goals including designing the: grammatical, morphological as well as lexical content. Whereas the Major Aims of ALC technical design is meant to achieve three main goals; deciding on ALC format, developing ALC instructional strategy and developing ALC evaluation strategies. ALC format includes the guide to expand common Arabic verbs using Arabic derivative morphology synonyms and antonyms. It also analyses the best modes of how to best impart the knowledge to the target audience. They designed both Face to Face as well as keeping in view of an online teaching methods bearing in minds the necessity of preparing a manual that the students will be able to study at their own pace. Creating an electronic ALC on a computer and considering a blended ALC learning is another technical consideration. Whereas ALC instructional strategy touches (i) ALC theoretical model, (ii)- ALC instructional framework, and (iii)- ALC instructional activities and (iv) ALC evaluation strategies which include designing ALC learning outcomes, teaching and learning as well as ALC assessment strategies:

(ALC) LINGUISTIC DESIGN FOR (UAB)

The major aims of ALC linguistic design is to accomplish two main goals including the deliberate selection of 1. lexical content selections and designing lexis wordlists for UAB, 2. designing ALC grammatical and morphological rules for UAB.

1. Designing Lexis Wordlists for UAB

The Luganda – English –Arabic Dictionaries are good examples of the lexis texts recommended for UAB because they are meant to enhance Arabic communication at

different levels using Luganda-English moderation. The development of Luganda – English –Arabic Dictionaries systematically applied Arabic derivative morphology is conducted at three lexical levels: (i) by using Arabic words that exist in Luganda language with Arabic origin and never changed. (ii) by using Arabic words that exist in Luganda with Arabic origin but changed; and (iii) by using typical Luganda words. Thus, ALC can be easily expandable for UAB using ADM and the Luganda – English –Arabic Dictionaries (Kirembwe et al., 2012; 2014; 2015; Snoxall, 1967).

The above wordlists are recommendable as primary resource of ALC lexis for UAB because they were designed to serve the following objectives:

- i) They improve the mastery of Arabic language so that Ugandans can always understand Al'Quraan and Al' Ssunnah references.
- ii) They enhance the awareness, Islam and Arabic culture.
- iii) They enhance the readiness to acquire various linguistic skills for both Local and Arabic language.
- iv) They serve as a Luganda Arabic word reference at all levels.
- v) They encourage cultural combination among Islam, Luganda and Arabic culture.
- vi) They address people interests in Arabic African communication.
- vii) They introduce an up-to-date wordlist for Luganda vocabularies borrowed from Arabic language.
- viii) They encourage African (Ganda) linguistic innovations for different practical and theoretical purposes so that foreign linguistic activities can reach modern applications for all life aspects.
- ix) This dictionary provides learners with opportunities to:
 - a. Implement techniques of learning Arabic language by using Luganda words borrowed from Arabic language.
 - b. Apply Practical instances of Arabic grammar and morphology using Luganda words borrowed from Arabic language.
 - c. Acquire big number of Arabic vocabularies using the easiest list of analyzed glossary for Luganda words borrowed from Arabic language (Kirembwe et, al.,2015).
 - d. Acquire more Luganda as well as English vocabularies throughout lexical syntactic comparison of entries.

2. Designing ALC Grammatical and Morphological Rules for UAB

Basically, the design of grammatical rules for ALC involve rules influencing the use of verbs, nouns and pronouns, prepositions, general and specific sentence

construction techniques. Whereas the design of morphological rules for ALC involve rules influencing the formation of noun structures including singular and plural, the formation of verb forms. It is important to note the fact that designing morphological rules for UAB is easy because the Luganda LDM has much to share with Arabic derivative morphology ADM. because both Luganda and Arabic use similar morphological arts for word expansion (Musad Muhammad Zayyad 2009; Katamba, Francis, 1978; Hyman, Larry M and Francis Katamba, 2001; 2003).

It is acceptable to assume that the application of ADM principles for Luganda wordlist art does not only standardize Luganda lexical application but it also develops Luganda lexical-arts to reach wider intellectual perspectives. It is also possible to enhance LDM as well as Luganda lexical-arts by applying ADM with LDM at three levels: the level of words that exist in Luganda language with Arabic origin and never changed which are referred to as Borrowed Luganda Words BLW; the level of words with Arabic words that exist in Luganda with Arabic origin but changed which are referred to as Borrowed Luganda Words Changed BLWC; and the level of the rest of Typical Luganda Words; which are referred to as TLW (Murphy,1972; Hyman, 1994; Kirembwe et al.,2013).

For instance, the following Figure 1 presents an instructional guide to using ADM for expanding ALC and provides easier pedagogical design for easier ALC acquisition. It is based on “phenomenography approach. In such a way, the students are free to choose whichever dimensions of words that deems easy for them to start with due to their various social- psychological experiences. The following Figure1 elaborates the guide to expand ALC using ADM principle, ALC synonyms and antonyms.

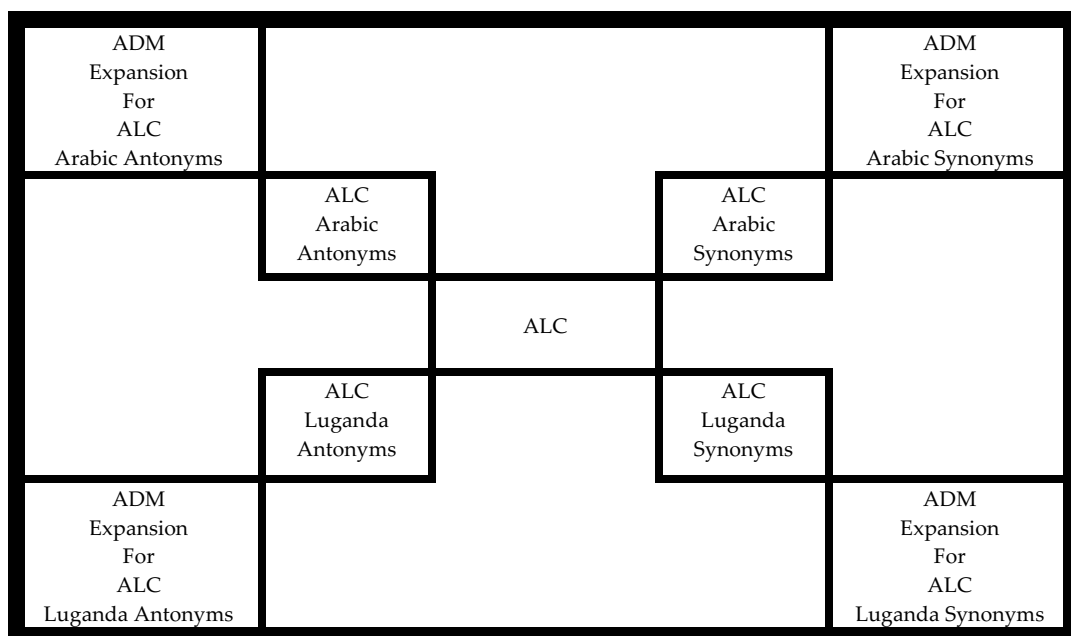


Figure 1: The Guide to Expand ALC using Arabic Derivative Morphology Synonyms and Antonyms

Key:

ALC =Arabic Linguistic Content

ADM =Arabic derivative morphology

The above Figure 1 signifies the development of ALC where the lessons are presented by the use of ALC derivations in such a way the students are free to choose whichever dimensions of ALC that deem easy for them to start with due to their various psychological experiences that can help them to come up with tremendous morphological expansions of the ALC by using ADM.

The Figure 1 is more on language education; it presents an instructional guide to using ADM for ALC and provides room for easier Arabic vocabulary acquisition. It is also based on “phenomenography approach. In such a way, the students are free to choose whichever dimensions of words that deems easy for them to start with due to their various social- psychological experiences.

(ALC) TECHNICAL DESIGN FOR (UAB)

The Major Aims of ALC technical design is to accomplish three main goals;

1. Determining the ALC Format
2. Determining the ALC instructional Strategy
3. Determining the ALC Evaluation Strategies

1. Determining the ALC Format

To determine ALC format the resource persons have to decide how to best impart the knowledge to the target audience. They designed both Face to Face as well as online teaching method, prepared a manual that the UAB will be able to study at their own pace, created an electronic ALC on a computer, and considered a blended ALC learning. This decision is made based on the preliminary analysis of the target audience and its characteristics, preferences, and habits. Hence, the resource person decides to try ALC out first with a few UAB participants and try some ALC instructions with them and do necessary adjustments.

2. Determining the ALC Instructional Strategy

To determine ALC instructional strategy the resource persons have to thing of the most relevant , ALC instructional strategy keeping in view of the following: (a) ALC Theoretical Model; (a)- ALC Instructional Framework; (c)- ALC Instructional Activities.

(i). ALC Instructional Model

The explicit approach to language learning imply that beside the prescribed ALC objectives the UAB may have more benefits than that in our minds. It is imperative then to clarify here that, the proposed ALC provides them with alternatives for ALC expansion knowing that different UAB have different interests, thus, they perceive different ALC differently. Hence, they choose different ALC point of view that attracts their attention. UAB will approach ALC from different dimensions due to their variations in the social-psychological experiences (Marton, & Saljo,1976).

The Dunkin and Biddle (1974)'s learning model suggests that the selected phonomyography learning strategies influence the achievement in ALC. This is due to the fact that learning outcomes are influenced by learning processes. The selected ALC instructional variables are highlighted in the following Figure 2:

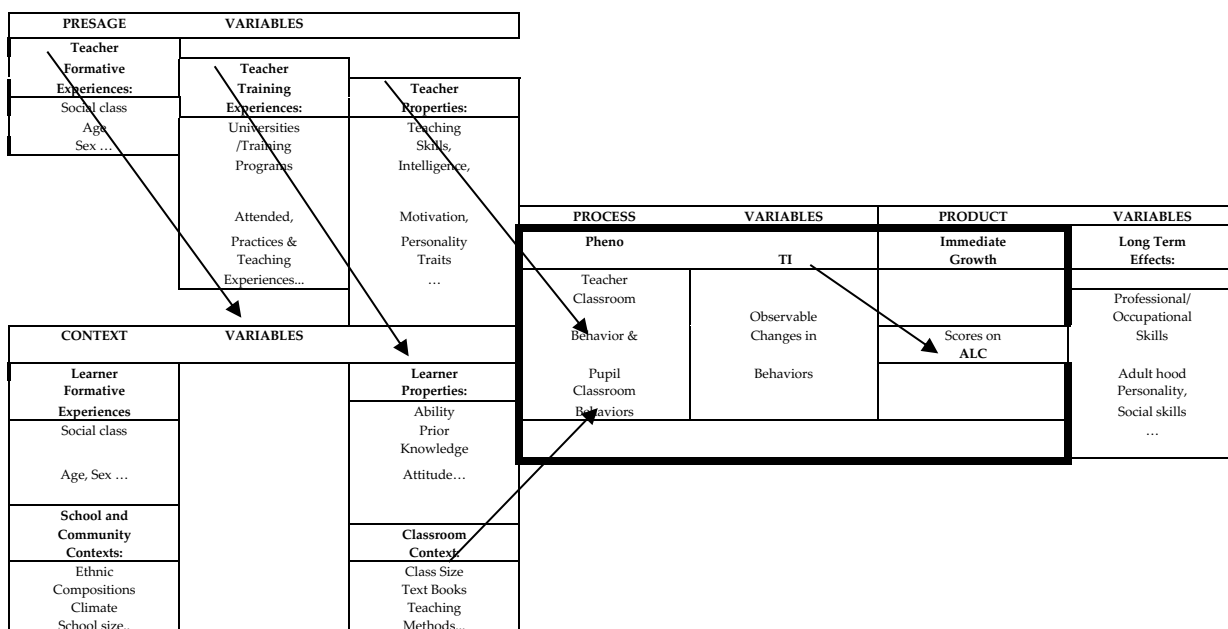


Figure 2: the Model for the Study of Classroom Teaching (Dunkin and Biddle, 1974.p.38; Coleman, Campbell, Hobson, Partland, Mood, Weinfeld, and York,1966; Weinstein and Mayer, 1984; Marton and Saljo's, 1976; Marton, 1988).

The Arrows= Refers to the hypothetical effects of Selected Instructional Strategies.

ALC = Arabic Linguistic Content

Pheno = Phonomyography Strategy.

TI= Traditional Instructions

The model for the study of classroom teaching by Dunkin and Biddle (1974) is particularly based on the explicit learning-based theories. The explicit learning theories including Dunkin and Biddle (1974) are recommendable for UAB because

they consider students, teaching methods, learning approaches and outcome as independent, interactive and correlated variables. Other explicit learning theories have a relationship with the model of Dunkin and Biddle (1974). Dunkin and Biddle (1974) classified the learning variables as: presage, contexts, process, and products. They believed in a linear progression from teachers and learners' contexts, through teaching activities to class achievements.

The emphasis of the explicit learning theories developed by Dunkin and Biddle (1974) is on student learning, not teaching and they believe that all explicit learning factors should mutually affect each other. Thus, students get a feel for the course and for the teacher once it is under way and they always revise their learning styles. Likewise, good teachers are sensitive to students' feedback, even at the most informal level. Then they revise their teaching and assessment techniques.

Thus, the tasks in the explicit learning process for UAB should be considered in relation to UAB' expectations, prior relevant knowledge and preferred or stabilized approaches to learning. The tasks in the processes of explicit learning are also considered in relation to UAB' perceptions of task demands arising from the requirements of teaching context. Then, feedback on the task processing from the student's point of view involves meta-cognition, awareness and control over task processing.

According to Dunkin and Biddle (1974) student's point of view is not something that the student runs, but which is planned, monitored, and if necessary revised due to progress and to perceptions of task requirements. Nevertheless, the selection of the research variables in the learning model of Dunkin & Biddle (1974) is also based on the implications of other learning research and theories.

Therefore, it becomes clear that the model of classroom learning by Dunkin & Biddle (1974) is based on the explicit classroom learning theories. The explicit classroom learning theories believe in the idea that all human behavior is learnt and has a relationship with external variables. Such theories are referred to as behaviorism and sometimes referred to as Piagetianism. The classroom learning theories in question have much to do with cognitive psychology.

They also apply the information processing constructs which are the current academic versions of classroom learning such as a Phenomenography model (Marton and Saljo's 1976; Marton, 1988). Most of the classroom learning theories that are related with the model of Dunkin & Biddle (1974) are like the rest of intellectual construction theories in such a way that their investigations capitalize on one or more of the basic components in the learning contexts.

Putting into consideration the effects of ALC design on Arabic achievements and factors influencing the learning process it is necessary to describe the theoretical model of explicit learning dealt with in this study. The theoretical model adaptable for ALC instructions among others is the model of learning by Dunkin and Biddle (1974). The development of this model was an attempt to illustrate the complexity of the teaching environment and to show various variables that affect students' learning. Dunkin and Biddle (1974)'s model was also intended to help those who try to understand the effectiveness of instructional research. The theory of Dunkin and Biddle (1974) grouped learning variables into four groups: presage variables, process variables, context variables and product variables.

* The presage variables comprise of attributes and characteristics variables of teachers. They are teachers' variables that are already in existence which are controllable. The presage variables also include teachers' formative experiences that relate to socio-economic status, age and sex. Among the presage variables are also teachers' training pertaining to academic and vocational experiences. The presage variables include teachers' properties. The teachers' properties are permanent personality traits of teachers irrespective of their formative training experiences. The teachers' properties include: teaching ability, intelligence, and motivation.

* The context variables refer to the characteristics of learning environment which are not easy to control. For instance, context variables include UAB' formative experiences, UAB' properties, venue, virtual platform, school and learning community. UAB' formative experiences are comprised of social variables such as social skills, gender, age, SES. Whereas UAB' properties include the social-psychological variables, such as UAB' abilities, prior knowledge and attitudes. Among the context variables are the classroom, school and the learning community. These comprise of the learning environment at school, such as ethnic composition, time and climate at the school and in the classroom. The context variables also include instructional methods and instructional materials.

* The process variables refer to UAB activities, behaviors and teachers in the venue. Some of UAB process variables are observable and controllable.

* The product variables are the learning outcomes which result from the learning activities. Among the instances of product variables are immediate learning achievements, such as: academic scores, mastery of social skills, development of cognitive, affective, and psychomotor skills. The product variables, on another hand, refer to long term achievements such as providing UAB with foundations and readiness to become good citizens. In most cases, whatever the product variables are designed for immediate learning objectives though they maintain a relationship with long term learning goals (Dunkin and Biddle,1974).

Different explicit theories have different uses, but some are more useful than others in specific situations. The instances of the explicit theories that are related to the model of student learning by Dunkin & Biddle (1974) are: 1. student-based theories, 2. teacher-based theories and 3. process-based theories. There is also a contemporary learning theory referred to as a 4. phenomenography theory.

1. Student-Based Theories

The focus of the student-based theory is on qualities inherent in the student. Student qualities are believed to have a powerful effect on learning outcomes. Therefore, the student-based theories include UAB abilities, prior knowledge, motivation, personality facts, social skills, sex, age, SES, learning styles and the like. Most of these factors focus on observable individual traits which are thought to independently affect the nature of learning outcome or particular learning contexts. The essence of the student-based theory is like ability or socio-economic status. The UAB own learning factors are considered to be more important than instructional factors in determining educational outcomes (Coleman et al.,1966).

2. Teacher-Based Theories

The teacher-based theories are sometimes referred to as the traditional staff-development model, where the focus is on the teacher and on the development of teaching skills. Teachers' training pertaining to different academic and vocational experiences are important factors in the teacher-based theories. Such theories see the teacher as the prime actor, who should display a mastery of teaching skills and other indicators of good teaching.

3. Process-Based Theories

The process-based theories are based on information processing psychology. The interest of process-based theories is in the efficiency with which the basic cognitive strategies are deployed. The emphasis here is not upon individual characteristics of teachers and learners, but upon the cognitive strategies that students may be trained to use when handling tasks (Weinstein and Mayer 1984). The material being elaborated or rehearsed in the process-based theories is always prepared for an examination or for a laboratory experiment. Then the applied methods, skills of problem solving are derived from the information processing models. UAB are trained to use appropriate strategies or learning skills in ALC context of training session. Thereupon, UAB are required to use these ALC skills in the actual work settings (Polay's, 1945).

The explicit learning theories discussed earlier are components of Dunkin & Biddle (1974). Based on such theories one should assume that the insufficient learning outcome is seen due to lack of a certain learning factor, either in a student, a teaching process or in skills the student should have been trained to do. To improve learning outcomes the learner or teacher has to add in the missing factors. It may occasionally be the case that such assumptions result in learning improvements, but on the other hand this assumption seems to underestimate a real situation where UAB and teachers are dealing with a complex system of psychological variables.

4.The Phenomenography Theory

Among the theories that are related to the learning model of Dunkin & Biddle (1974) is a learning theory referred to as phenomenography. The phenomenography is a highly influential method in the student learning literature. The phenomenographic learning models consider the integration of learners' properties and learners' experience with learning products. The phenomenography models also apply the surface and deep approaches to learning. They believe in the relationship of surface and deep approaches to learning with the quality of the learning outcomes. Among the common sources of phenomenography models of learning are Marton and Saljo (1976), and Marton (1988).

In the phenomenographic theories learning is viewed from the perspective of the learner, not from that of the teacher or the resource person. The goal here is to see how students comprehend the ALC which is expressed in a complex form of relationships that UAB acquired knowledge sets up with the already known concepts.

Usually, the procedures and outcomes of such explicit theories could be expressed in a limited number of hierarchically ordered objectives. Some learners may have partial or distorted conceptions of the intended topic objectives, while other learners may have sophisticated conceptions. Learners may comprehend, more or less, the teacher's perspective, but they genuinely learn only what they construct from their own perspective. According to phenomenographic theories learners' approach to learning is viewed from the perspective of how they go about making constructions. That is because the way in which learners experience a phenomenon constitutes different perceptions of the phenomenon.

A number instructional research that are in line with the model of Dunkin and Biddle (1974) investigated explicit learning variables. they indicate that students must engage in the strategies of learning so that they can build connections between new knowledge and prior knowledge. They indicate that students need to possess and utilize meta-cognitive knowledge that helps them to control their thinking. They further agree with principles of ALC phonomyography learning strategies; They

assert that students must believe that they are responsible for their learning (Seifert & Wheeler, 1994; Borkowski, Weyhing, & Carr, 1988; Brown, & Palincsar, 1982; Borkowski, Carr, Rellinger, & Pressley, 1990).

Further descriptions of the hypothetical effects of ALC design on ALC achievement are provided in the following Figure 3 which presents the hypothetical ALC research framework. The figure 3 also provides a clue about the effects the interactions among the selected Arabic Linguistic Content ALC and Linguistic Content Strategy ALCS versus Traditional Instructions TI.

(2) ALC Instructional Framework

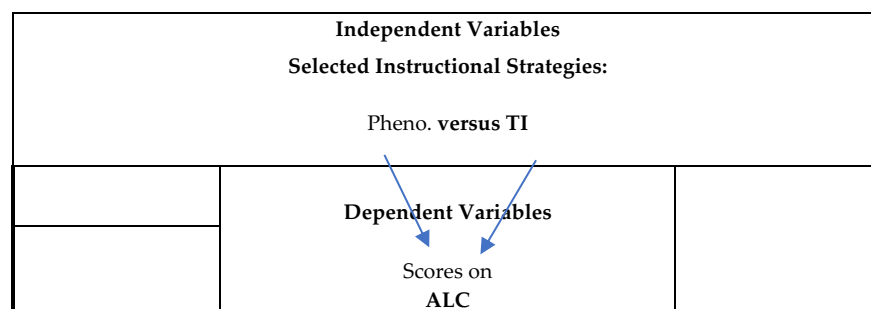


Figure 3: ALC Instructional Framework

Key:

The Arrows= Refers to the hypothetical effects of Selected Instructional Strategies.

ALC = Arabic Linguistic Content

Pheno = Phonomyography Strategy.

TI= Traditional Instructions

This framework indicates that, there is a significant difference among UAB achievements in Arabic language skills when the ALC versus the traditional instructions are used to teach Arabic language skills. In other words, the above research framework implies that ALC learning strategies and the traditional instructions influence students' achievements in Arabic language skills differently. Therefore, in addition to the ALC design effects of the on Arabic learning outcomes Dunkin and Biddle (1974)'s learning model calls for the observation of other learning variables that may have a significant relationship with the Arabic learning outcomes (Dunkin and Biddle, 1974).

(3) ALC Instructional Activities

The education strategy is comprised of lectures, discussions, tasks, tests, projects, and supplementary materials meant to help the students better understand of ALC material. All of these strategies fulfill the four main goals of the education strategy: i. ALC Preliminary Activity, ii. Presentation of ALC Material, iii. ALC Practice and iv. ALC Post- Activity.

i. ALC Preliminary Activity

The main goal of preliminary activity is to let the students know what topics will be covered in a particular section of ALC and motivate them by explaining the advantages of possessing the knowledge and skills that will be imparted to them during the education process. Motivating the students make them more patient, and also more interested in completing their education. At this stage it is beneficial to tell the students about the goals of ALC, as it will help them understand the global structure of ALC, and also how they would be able to apply the obtained knowledge after completing ALC.

ii. Presentation of ALC Material

Make an effort to keep ALC concise and avoid unnecessary details. Leave everything unrelated to the skills ALC aims to teach on the cutting floor. Make sure to include a few examples to help the students understand the material better.

iii. ALC Practice

It is vital to enable the students to practice what they are being taught. The amount of practice a learner gets while taking ALC and after completing it directly corresponds to how quickly and well, he or she obtains ALC skills. Providing timely feedback on the completed tasks is equally important - it helps the students better understand the material and improve their ALC skills.

iv. ALC Post- Activity

After the students have completed ALC, it is beneficial to hold a meeting with them to discuss the results. This is a good opportunity to summarize the main idea of ALC and its goals, which will help the students to better retain and remember the knowledge obtained while taking ALC, and start applying it in their everyday jobs. This is also a chance for the students to ask questions about some specific topics covered in ALC they did not understand very well.

3. ALC Evaluation Strategies

The instructors are meant to define the results that students have to achieve for ALC to be considered a success. They also have to decide on the correct way to determine whether the students have reached the stated goals of ALC to gauge the effectiveness of ALC.

Just like any educational planning, we always start with (the end); also known as (backward design), where we clarify first what students know or can do by the end of the learning experience. Then we look backward toward the beginning with the knowledge of what students have to be told, how they will need to practice, and how we assess them.

When we teach, we first agree on the educational goals or what students will know and be able to do when they have completed the program. This approach creates intentionality rather than leaving learning to chance. The next step is to translate these goals into measurable student learning outcomes' statements that describe significant and essential learning that students have achieved and can reliably demonstrate when they have completed the course.

In curriculum design we establish the learning priorities. We also communicate a unified vision of what we intend students will be able to achieve upon completion of the course; The necessity of communicate how learning experiences contribute to learning throughout the course. We apply methods for assessing student achievement of the expected core student learning outcomes within the context of the course; we also use the evaluation results to improve student learning and course effectiveness.

It is important to choose a way of rating the students that clearly shows whether they have acquired the knowledge ALC is meant to impart, and if the obtained skills meet the requirements set for ALC. The information the resource person gathers about ALC's target audience will come in handy during this stage, as greatly impact the choice of the method for grading the students results. The students age and their technical proficiency determine what tasks the resource person sets for them to test their knowledge, they also has much to do with the way the resource person phrases the questions. It is also advisable to pick the correct type of test; it is important to consider the goals set before the students. If ALC is meant to primarily broaden their knowledge, a standard test consisting of Multiple Choice and True/False questions will be adequate.

However, if ALC is meant, for example, to teach the students to teach other non-structured language arts' proficiently, it would be better to have the students complete real-life tasks practical skills acquired by the students. Keep in mind though that the final scoring is not a goal in itself. It is important to monitor the students progress throughout the duration of ALC courses to make sure that they are able to grasp the main concepts and ALC ideas ALC designed for them.

CONCLUSION AND RECOMMENDATIONS

ALC design is meant to accomplish three main goals including designing the: grammatical, morphological as well as lexical content. Whereas the Major focus of ALC technical design is meant to achieve three main goals; deciding on ALC format, developing ALC instructional strategy and developing ALC evaluation strategies. Thus examine the suitability of the chosen grammar, morphology and lexical content for the target community.

The design of ALC for UAB is centered on two major components ALC content and ALC technical design. Thus, it is recommendable for ALC designers beside lexical designs to consult various ALC formats, instructional strategies, and ALC evaluation strategies.

The development of ALC format includes the guide to expand ALC using Arabic derivative morphology synonyms and antonyms. Thus, it is recommendable for ALC designers to consult relevant local language wordlists so that they may integrate the ALC lexical expansions with the matching local vocabularies borrowed from Arabic language.

Both Face to Face and online teaching methods are necessary for ALC delivery which calls for the computer assisted ALC learning to be integrated in ALC design. Hence, it is recommendable for ALC designers beside the traditional modes of linguistic delivery to consider the design of computer assisted ALC learning.

The ALC instructional strategy encompasses (i) ALC theoretical model, (ii)- ALC instructional framework, and (iii)- ALC instructional activities. Thus, it is appealing to the resource persons and ALC designers to examine the most effective ALC instructional strategy for UAB that systematically extract the achievement of ALC designed goals and objectives.

ALC evaluation strategies encompass designing ALC learning outcomes, teaching and learning as well as ALC assessment strategies. Hence, there is a great necessity for the ALC resource persons and designers to examine most relevant ALC course outlines, whose evaluation objectives are compatible with UAB learning

The more effort and care the resource person puts into the design procedures the less time they need for ALC development, delivery and assessment. Thus Such a theoretical analyses of ALC design is recommendable for the implementation of ALC curriculum and instructional designers, researchers and academic experimenters in favor of ALC for UAB.

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