The Attitudes of Arabic Language Learners Towards Learning Arabic for Specific Purposes, Kanar 1 Course, Language Institute, International University of Africa (IUA), Sudan

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EXECUTIVE SUMMARY

Many educational institutions have introduced Arabic language for specific purpose courses in order to help learners master the terminologies and language patterns used in specific fields. This study aims to identify the attitudes and needs of Arabic language learners who will enroll in Arabic language course for the first stage organized by Language Institute, International University of Africa (IUA), Sudan. This study relied on the descriptive and inductive approaches to find out the attitudes and needs of Arabic language the participants in this course 2023/2024. It is known that many learners have an attachment to the Arabic language that goes beyond religious purposes to professional ones such as economics and culture. For all this, it is necessary to design curriculum that pay attention to these directions and the objectives that will be demonstrated by the participants of this course. On the other hand the study aims to find out how to improve the effectiveness of Arabic for specific purpose to help learners gain academic and career advantages in the long run.

Keywords: Teaching Arabic language - Special purposes - Directions - Attitudes and needs - Educational means.

PROBLEM STATEMENT

Learning Arabic language skills as a second language, especially for specific purpose, requires finding new and effective ways to help learners master the learning process. The researchers were able to shed light on many teaching methods that contribute to teaching and learning languages, and here we will shed light on a new method that helps experts in preparing a distinguished curriculum for teaching Arabic language for specific purpose, and we also dedicate a space to talk about the attitudes and needs of Arabic language learners who will enrol in this programe,And trying to find solutions that help learners to solve the problems they face**.**
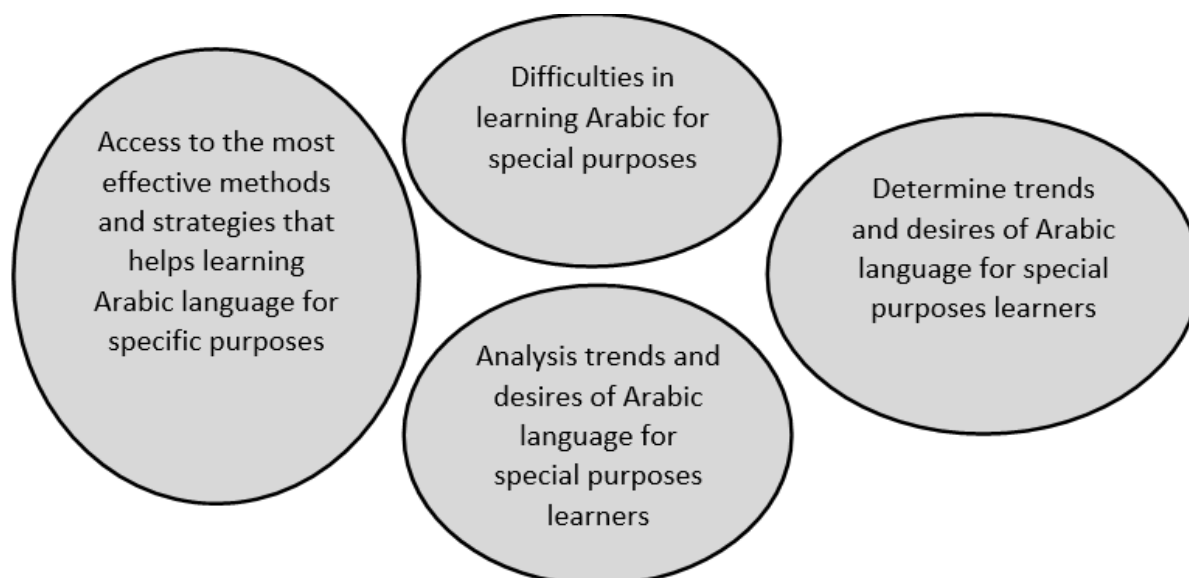
HYPOTHESIS

Teaching Arabic language for specific purposes focus more on helping learners master the terminologies and language patterns used in specific fields. It provides many practical exercises and assessment for learners to do on their own.

Focusing on learner's attitudes and needs will make learners to be more creative in their ideas due to the ability to learn Arabic language.

The learners can do more exercise without limitation which can increase the duration of learning to make them reach their desired.

RESEARCH QUESTIONS

What are the needs of Arabic language learners for special purposes who have completed an Arabic language course "Kanar 1 course, Language Institute, International University of Africa (IUA), Sudan"?

How can the analysis of learners' attitudes help in reaching successful methods for teaching Arabic for special purposes?

Are the attitudes and needs of learners of Arabic for special purposes limited for the sake of religion?

RESEARCH OBJECTIVES

Find out the attitudes and needs of Arabic language learners for special purposes who have completed the Arabic language course "Kanar 1 course, Language Institute, International University of Africa (IUA), Sudan".

Analyzing the attitudes of learners who completed the Arabic language course "Kanar 1 course, Language Institute, International University of Africa (IUA), Sudan".

Formulating appropriate teaching methods and strategies for Arabic language learners for special purposes.

LITERATURE REVIEW

The researchers have benefited from the previous studies that dealt with the topic of learning Arabic for specific purposes. Following is a sample of such studies.

Study by Dudley, Evans, T.&M. St. John (2018) entitled: Advantages of teaching Arabic for special purposes. The research dealt with the problem of the study which was represented in explaining the scientific concept of special purposes and its types, and how to benefit from them in teaching and learning process. The importance of the study came from being a deep study that focused on explaining the concept of special purposes and its types and the attempt to benefit from it in teaching Arabic language. The study took the descriptive analytical method as a way to reach the research results. Among the most important results of the study is to take into account learner's attitudes and their needs.

Another study was conducted by David Carter (2019) under the title: The role of the specific language in enriching the llinguistic vocabulary. The importance of this research lies in its attempt to identify the impact of the specific language in enriching the llinguistic vocabulary. In particular, the study attempted to solve the following questions:

What are the correct ways to teach language for special purposes?

How can vocabulary be developed for special purpose learners?

Are there individual roles for learners in order to increase their learning?

The researcher has prepared a guide for the teacher that includes how to teach language for special purposes. The guide also included suggestions and activities that can be followed in the teaching process and evaluation questions.

The results showed that by following practical steps and adding examples while giving different activities, it will help in teaching and learning language for special purposes.

Study by Hutchinson & Waters. (2020) entitled: The effect of language instruction for special purposes on the acquisition of language skills

The researcher used a non equivalent pretest-post test control group design to compare student achievement between first-grade students in two elementary schools within a school division. A total of 50 students participated in the study; 21 in two classes in the treatment group and 29 in the two classes in the control group. The treatment group received instruction in learning English for special purposes program for two months. The instrument used to measure the dependent variables (reading, mathematics, and language).

Study by Aljabaaratu, musaa. (2018) entitled: The effectiveness of teaching Arabic for special purposes This study aimed to shed light on the reality of teaching Arabic to non-Arabic speakers in general and teaching it to non-Arabic speakers for specific purposes (the language of tourism) as a model. The study highlighted the problems and difficulties facing the teaching of Arabic to non-Arabic speakers for special purposes. It also showed the concept of tourism and its relation to language and other related fields. The aim of this study was to facilitate Arabic education for tourism by designing and taking care of language lessons that serve these purposes. The study dealt with the basic language skills in the teaching of Arabic for specific purposes (tourism), in addition to the sub-skills related to this purpose. The study also included in its annexes a selected dictionary of terms and phrases related to tourism. This study has followed some of the curricula in order to achieve its objectives. The most important of these is the analytical descriptive approach which is based on describing the theories of teaching Arabic to non-Arabic speakers for special purposes, the concept of teaching Arabic for special purposes, problems of learning and teaching methods. And the applied curriculum in designing the appropriate content for teaching Arabic language for the purposes of tourism education. The questionnaire included key language skills and contained the subskills of the main skills students needed to learn Arabic. The study concluded with a number of conclusions and recommendations that the Arabic language is experiencing linguistic weakness in the tourism sector to the modern era of Arab research in the teaching of Arabic for specific purposes, and the lack of specialized teachers and curricula prepared for this purpose. The first language skill of interest to students studying Arabic for the purpose of tourism is the skill of conversation in dialogues, seminars and tourism conferences. This calls for establishing the foundations for analyzing the purpose of education for a particular purpose, and the need to coordinate efforts in this field to facilitate research in this field and open the hopes of upgrading the methods of teaching Arabic language without its native speakers and developing its methods in functional fields such as tourism. And to work on creating an Arabic database in Arabic to teach the language for specific purposes in all fields and to follow up on recent developments in this field.

Study by Alimorad, Ahmadi. (2019) entitled: Barriers to English for specific purposes learning among Iranian University Students. This study discussed the Obstacles to learn English for special purposes. The main objective of English for specific purposes is to prepare students to read and comprehend their own field materials in English without any or at least little difficulty. However how little this objective is met has raised some concerns. Experience shows that except for a few students, the others find it difficult to understand the texts, let alone mastering it. To find out the reasons, among other things, five basic points must be taken into account:

• The time specified for the course, a two-unit course, not considering difficulty of the text, is not long enough to make the students familiar with many technical terms in English.

• The books compiled are not provided through students' need analysis and very often a book contains passages which are of no or little use for the students.

• The difficulty level of the texts usually does not match the level of the students. Many students are by no means prepared for studying English for specific purposes.

• Many instructors are TESL instructors and lack the required technical knowledge and the specific field instructors who master the field mostly are poor in English.

• Finally, not many passages are covered during the timetable, making it more difficult to reach the optimal level in teaching English for specific purposes.

The main objective of this paper is to specify the main barriers and then find a solution or solutions for each using experiences and other field works.

Study by Annisa Ayutami. (2021) entitled: Learners' need analysis of English for specific purposes of culinary department students at SMKN 3 KOTA BENGKULU

The design of this research is qualitative descriptive research. The purposes of this research are first to analyze the English learning needs of students in Culinary Department and second to identify what are the needs that not available in the textbook used. The subjects of this research are first the students of SMKN 3 Bengkulu 10th grade, second the English teachers who teach at the Culinary department, third alumni of Culinary department, and fourth the English language users in the field of Culinary. In this study, researchers used the needs analysis to find what are the needs and wants of students in learning English. The instruments that used in this study are questionnaires, interview questionnaires, and textbooks used in English language learning. The result of the research indicates that the students' English needs is the learning material according to their vocation and the activity that can make the students more active in the learning process. For unavailable needs are including the materials that contain more vocabulary related to culinary, text examples and tasks to suit students' abilities, and learning activities that can make students more active.

RESEARCH IMPACT

To focus more on helping learners master the terminologies and language patterns used in specific fields.

To identify the attitudes and needs of Arabic language learners who will enrol in Arabic language course for the first stage organised by language Institute, International University of Africa (IUA), Sudan.

To share ideas to design curriculum that pay attention to directions and the objectives that will be demonstrated by the participants who will enrol in Arabic language course for the first stage organised by Language Institute, International University of Africa (IUA), Sudan.

To measure the attitudes of Arabic language learners towards learning Arabic for specific purposes"Kanar 1".

RESEARCH OUTCOMES

The findings of this study will:

Find out the attitudes and needs of Arabic language learners for special purposes who have completed the Arabic language course "Kanar 1 course, Language Institute, International University of Africa (IUA), Sudan".

Formulate appropriate teaching methods and strategies for Arabic language learners for special purposes.

Help learners master the terminologies and language patterns used in specific fields.

Identify the attitudes and needs of Arabic language learners who will enrol in Arabic language course for the first stage organised by Language Institute, International University of Africa (IUA), Sudan.

METHODOLOGY

This research is considered a descriptive analytical research, and it is a quantitative research.Itdependsonobservation,interpretationandanalysisbycollectingandtabulatinginformation. It dependsin collecting data on the observation, analysis.

The study applied descriptive analysis methodology. The sample of this study consists of 50respondents of the Arabic for specific purposes, Kanar 1 course, Language Institute, International University of Africa (IUA), Sudan**.** The frame work of the research procedures**:**

The Concept of Needs

It is stated in psychology dictionaries that the purpose and need is an internal feeling of tension that prompts a person to get rid of it. This applies to basic and secondary needs, and to the different types of secondary needs, whether psychological, social, educational, or the factors that generate in the student an internal feeling and desire to learn the language. In the scientific approach, needs play a fundamental role in determining the nature of the specialized language teaching curriculum and shaping its features. The first step in any foreign language teaching project should depend on designing a course that reflects the linguistic needs and demands of the learner. Ignoring this may lead to a problem in teaching the language in classrooms, where the learner does not want to learn from the language.

Introduction of the Arabic Language Course (Kanar 1)

This course is organized by the Language Institute, International University of Africa (IUA), Sudan and the lecturers from the institute had participated in providing the lectures for this course.

Educational Objectives of the Arabic Language Course

This course is offered to the public who are interested in studying the Arabic language, especially with regard to understanding the texts of worship, the Holy Quran, hadith and religious knowledge. The Islamic religion has a strong influence on learning the Arabic language; because Arabic is the language of the Holy Quran. This course aims to understand the teachings of Islam through understanding the Arabic language found in religious sources and books.

This course initially focuses on Arabic language skills in personal life and daily interaction. Then, the focus is on the Arabic language used in religious act, including understanding the verses of the Holy Quran and the Noble Prophet's Hadith. In the final stage, the focus is on the Arabic language used in religious books such as sharia, usul al-din such as al-fiqh, at-tafseer etc, in addition to introducing knowledge. Throughout the program, the use of Arabic grammar will be taught through different situations while providing learners with various appropriate approaches of linguistic exercises.

STAGES OF THE COURSE

First Stage – Mastering the Arabic Language

The first unit

The first unit focused on listening, speaking, reading, and writing skills. These skills cover frameworks for personal information about learners, and are also concerned with aspects with aspects of education, society, and health.

The second unit

The second unit focused on the basic structure of Arabic grammar (categories of word).

Second Stage – Mastering the Arabic Language

The first unit

This unit focused on texts related to religious acts, Quranic verses, hadith, morals, and history.

The second unit

This unit focused around the hypothesis of grammatical structure (verbal focus, derived word and main component of sentence).

third stage – arabic islamic knowledges

The first unit

This unit focused on texts related to sharia, usul al-din and other disciplines of Islamic knowledge.

The second unit

This unit focused on writing, developing sentences and conversation and using method of Arabic language.

The third unit

The introduction of ilm al-balagah

FINDINGS AND DISCUSSIONS

Background of the Examined Students (Research Sample)

In this item, data on the backgrounds of the examined students is presented, based on (a) the research sample according to the variable of gender and nationality, (b) student affairs, (c) type of work, (d) academic level.

Table No. 1 The Research Sample According to Variable Gender

VARIABLE	ARRANGEMENT	REPETITION	TOTAL SUMMATION	PERCENTAGE
Gender	Male	16	20	80.0
	Female	4		20.0

It was shown from Table No. (1) that the total number of students who answered the questionnaire questions was (20) students, with a percentage of (100%). They were classified according to gender into males and females. It was found that the percentage of males was more than (16) students, or a percentage of (80.0%).) compared to the number of females, which is estimated at (4) students, equivalent to (20.0%). Thus, the percentage of females is less than males (60.0%).

Table No. 2 The Research Sample According to Variable Age

VARIABLE	ARRANGEMENT	REPETITION	TOTAL SUMMATION	PERCENTAGE
Gender	18-25	1	20	5.0
	26-35	0		0

	36-45	3		15.0
	46-55	7		35.0
	56-60	9		45.0

Looking at Table No. (2), it is clear that the students between the ages of (56-60) are the largest number of students with (9) students, at a percentage of (45.0%) than students between the ages of (18-25), at a percentage of (5.00%). We also found that the number of students between the ages of (46-55) reached 7 students, with a percentage of (35%). As for the students whose ages are (36-45), we found that their number reached (3) students, at a percentage of (15%). Thus, it is clear that the participating students are the elderly.

Table No. 3 The Research Sample According to Variable Profession

VARIABLE	ARRANGEMENT	REPETITION	TOTAL SUMMATION	PERCENTAGE
Profession	Public sector	6	20	30.0
	Private sector	6		30.0
	Other	8		40.0

We note with regard to the profession of those examined that (30.0%) of the sample members work in the public sector, while for those who work in the private sector, the percentage reached (30.0%). It is clear from this table that the percentage of other jobs reached (40.0%), as 8 of them do not work with the private sector or the public sector, because (4) individuals are independent workers, (3) individuals are retirees, and (1) individual is a student in the government secondary school.

Table No. 4 The Research Sample According to Variable of Arabic Language Background

VARIABLE	ARRANGEMENT	REPETITION	TOTAL SUMMATION	PERCENTAGE
Arabic Language background	Yes	6	20	30.0
	No	14		70.0

It is clear from Table No. (4) that the number of students who have a background in the Arabic language is (6) students, at a percentage of (30.0%), while the number of students who do not have any prior knowledge of the Arabic language is estimated at (14) students, which is equivalent to (70.0%). Thus, the number of students who have no prior background is bigger.

First Part: Presentation Of The Questionnaire Survey With Its Three Axes

In this item, we highlight the students' answers according to the questionnaire addressed to them, and through this presentation we understand their motivations for learning the Arabic language. The researchers combined some of the five items of the Likert scale together in presenting the data.

Table No. (5): The First Axis: Studying The Arabic Language For Religious Purposes (1-10)

NO.	ITEM	LIKERT SCALE	NUMBER ITERATIVE	PERCENTAGE
1.	Studying Arabic is a religious requirement	Strongly agree	17	85.0
		Agree	2	10.0
		Neutral	1	5.0
		Disagree	0	0
		Strongly disagree	0	0
2.	It helps in studying the Holy Quran properly	Strongly agree	18	90.0
		Agree	2	10.0
		Neutral	0	5
		Disagree	0	0
		Strongly disagree	0	0
3.	It helps in reading and understanding tafseer al-Quran	Strongly agree	18	90.0
		Agree	2	10.0
		Neutral	0	5
		Disagree	0	0
		Strongly disagree	0	0
4.	It helps in reading and understanding the Prophet's hadiths	Strongly agree	17	85.0
		Agree	3	15.0
		Neutral	0	0
		Disagree	0	0
		Strongly disagree	0	0
5.	The Arabic language is the language of Paradise	Strongly agree	18	90.0
		Agree	2	10.0
		Neutral	0	5
		Disagree	0	0
		Strongly disagree	0	0
6.	The ability to be more committed in practicing Islamic	Strongly agree	16	80.0

	education correctly	Agree	4	20.0
		Neutral	0	0
		Disagree	0	0
		Strongly disagree	0	0
7.	Understanding ma'thurat supplication when reading them	Strongly agree	16	80.0
		Agree	4	20.0
		Neutral	0	0
		Disagree	0	0
		Strongly disagree	0	0
8.	The ability to pronounce Arabic letters and words correctly without changing the meaning	Strongly agree	16	80.0
		Agree	4	20.0
		Neutral	0	0
		Disagree	0	0
		Strongly disagree	0	0
9.	The ability to correct the mistakes of others when they pronounce an Arabic word incorrectly	Strongly agree	10	50.0
		Agree	6	30.0
		Neutral	4	20.0
		Disagree	0	0
		Strongly disagree	0	0
10.	The ability to understand the meaning of any recitation in prayer in order to achieve submissiveness in prayer	Strongly agree	15	75.0
		Agree	5	25.0
		Neutral	0	0
		Disagree	0	0
		Strongly disagree	0	0

1. The answer to the question of the first item (Is studying the Arabic a religious requirement?) was divided into three levels. Firstly: (Strongly agree) with a number of (17) and a percentage of (85.0%). Secondly: (Agree) with a number of (2) and a percentage of (10.0%). Thirdly: (Neural) with a number of (1) and a percentage of (5.0%). Thus, the sample agrees on studying the Arabic language is a religious requirement.

2. The answer to the question in the second item (Does studying Arabic help in reading the Qur'an?) came on two levels. First: They chose (strongly agree) with a number of (18) and a percentage of (90.0%). And the second: they chose (agree) with a number of (2) and a percentage of (10.0%). It is clear that the sample agrees that studying the Arabic language helps in reading and understanding Qur'an well.

3. Likewise, the answer to the question in the third item: (It helps in reading and understanding tafseer al-Quran) was at two levels. 18 people chose (strongly agree) with a percentage of (90.0%), and two people chose (agree) with a percentage of (10.0%) – so the sample agrees on the effectiveness of teaching the Arabic language enables reading and understanding books of tafseer al-Quran.

4. It also appears from the question of the fourth item that those who answered it with (strongly agree) were 17 people at a percentage of (85.0%), and 3 people agreed at a percentage of (15.0%). Thus, the entire sample supports tat learning the Arabic language helps in reading and understanding the Prophet's hadiths.

5. It was shown from Table No. 5 above that those who answered (strongly agree) were 18 people, at a percentage of (90.0%), and those who answered (agree) were two people, at a percentage of (10.0%). It became clear that the sample supports and agrees that the Arabic language is the language of the people of Paradise, which get them to study it.

6. It appears that those who answered item no. 6: (strongly agree) were 16 people at a percentage of (80.0%), while 4 people answered (agree) at a percentage of (20.0%), which confirms their agreement that they learned the Arabic language to be more committed to practice Islamic education correctly.

7. It was clear from item no. 7: that those who answered (strongly agree) were 16 people at a percentage of (80.0%), and those who answered (agree) were 4 people t a percentage of (20.0%). Thus, the sample agrees that studying the Arabic language helps in understanding ma'thurat supplications when reading them.

8. It is clear from item no. (8): They agreed that studying Arabic helps to pronounce Arabic letters and words correctly without changing their meaning, as 16 people answered with (strongly agree) at a percentage of (80.0%) and 4 people answered with (agree) at a percentage of (20.0%).

9. As item no. (9): The samples also agreed and supported that studying Arabic develops the ability to correct the mistakes of others when they pronounce the Arabic word incorrectly, as 10 people responded with (strongly agree) at a percentage of (50.0%), and 6 people responded with (agree) at a percentage of (30.0%), while 4 people were confused and chose (neutral) at a percentage of (20.0%).

10. It is clear from item no. (10): that the sample agrees that learning the Arabic language makes them able to understand the meaning of the verses of the Qur'an in prayer, which helps in achieving submissiveness in prayer, as 15 people chose (strongly agree) at a percentage of (75.0%),while 5 people chose (agree) at a percentage of (25.0%).

Table No. (6): The Second Axis: Studying the Arabic Language for Economic Purposes (11-18)

NO.	ITEM	LIKERT SCALE	NUMBER ITERATIVE	PERCENTAGE
11.	Ease of obtaining profession inside and outside the country	Strongly agree	0	0
		Agree	8	40.0
		Neutral	7	35.0
		Disagree	2	10.0
		Strongly disagree	3	15.0
12.	Helps with job promotion	Strongly agree	0	0
		Agree	5	25.0

		Neutral	9	45.0
		Disagree	4	20.0
		Strongly disagree	2	10.0
13.	I believe that studying Arabic helps me economically	Strongly agree	1	5.0
		Agree	5	25.0
		Neutral	7	35.0
		Disagree	5	25.0
		Strongly disagree	2	10.0
14.	It helps me translate local offers and advertisements and earn money from it	Strongly agree	1	5.0
		Agree	3	15.0
		Neutral	10	50.0
		Disagree	2	10.0
		Strongly disagree	4	20.0
15.	To make some investments in Arab countries	Strongly agree	0	0
		Agree	1	5.0
		Neutral	10	50.0
		Disagree	1	5.0
		Strongly disagree	6	30.0
16.	The Arabic language is essential to the job of an Arabic language teacher	Strongly agree	1	5.0
		Agree	1	5.0
		Neutral	5	25.0
		Disagree	5	25.0
		Strongly disagree	8	40.0
17.	Our country needs the Arabic language economically	Strongly agree	2	10.0
		Agree	5	25.0
		Neutral	9	45.0
		Disagree	3	15.0
		Strongly disagree	1	5.0
18.	I can earn money by	Strongly agree	1	5.0

conducting Arabic language lesson for others	Agree	3	15.0
	Neutral	6	30.0
	Disagree	5	25.0
	Strongly disagree	5	25.0

These questions focus on learning Arabic for economic purposes, and the answers were various as follows:

11. It was found that those who answered item 11: 8 people chose (agree) at a percentage of (40.0%), 7 people chose (neutral) at a percentage of (35.0%), while 2 people chose (disagree) at a percentage of (10.0%). 3 people chose (very disagree) at a percentage of (15.0%). It is clear that most of them do not believe that learning the Arabic language helps them easily obtain a profession inside or outside the country.

12. It also appears to us that those who responded item no. 12 that they do not believe that learning the Arabic language helps them get promoted in job, as only 5 people responded with (agree) at a percentage of (25.0%), and 9 people responded with (neutral) at a percentage of (45.0%), and those who answered (disagree) were 4 people, with a percentage of (20.0%), while 2 people answered with (very disagree) with a percentage of (10.0%).

13. Of those who responded to item no. (13), it was found that learning the Arabic language would help him economically, as only one person answered with (strongly agree) at a percentage of (5.0%), and 5 people answered with (agree) at a percentage of (20.0%), while 7 people chose (neutral) at a percentage of (35.0%), 5 people chose (disagree) at a percentage of (25.0%), and 2 people chose (very disagree) at a percentage of (10.0%).

14. Table (6). Item no. (14) shows that 6 people from the sample did not support that learning the Arabic language enables them to translate local offers and advertisements and earn from that, as only four people supported that. One person responded with (strongly agree) in percentage (5.0%), and 3 people chose (agree) at a percentage of (15.0%), while those who answered with (disagree) were two people at a percentage of (10.0%), while 4 people chose (strongly disagree) at a percentage of (20.0%), while most of them chose (neutral), and their number reached 10 people, at a percentage of (50.0%).

15. It is clear from item no. (15) that the sample does not agree that learning the Arabic language helps them obtain investments in Arab countries, as only one student responded with (agree) at a percentage of (5.0%), and one student also (disagree) with this item, while 6 people expressed (strongly disagree) at a percentage of (30.0%) and 10 people remained (neutral) at a percentage of (50.0%).

16. It is surprising that it became clear from item no. (16) that most of the participants believed that proficiency in the Arabic language is not essential for an Arabic language teacher, so only one person responded with (strongly agree) and (agree) with a percentage of (5.0%) for each, while 5 people chose (disagree) at a percentage of (25.0%), and 8 people chose (strongly disagree) at a percentage of (40.0%), while the neutrals were 5 people (25.0%).

17. It appears to us from item no. (17) that the sample varied in response. Two people responded with (strongly agree) at a percentage of (10.0%), and with (agree) 5 people at a percentage of (25.0%), that means, seven people believed that our country needs the Arabic language economically, while there were 4 people who rejected it, with 3 people responding with (disagree) at a percentage of (15.0%), and (strongly disagree) with one person at a percentage of (5.0%), while most of them chose (neutral) with 9 people at a percentage of (5.0%).

18. We note from item no. (18) that most of the sample did not support that they can earn money by teaching the Arabic language to others, as the number of supporters reached only 4 people. One student chose (strongly agree) at a percentage of (5.0%) and 3 people chose (agree) at a percentage of (15.0%). While the

number who refused was 10, 5 people (25.0%) chose (disagree) and 5 people also chose (strongly disagree) at a percentage (25.0%). As for those who remained (neutral) were 6 people at a percentage of (30.0%).

Table No. (7): The Third Axis: Studying The Arabic Language For Cultural Purposes (19-26)

NO.	ITEM	LIKERT SCALE	NUMBER ITERATIVE	PERCENTAGE
19.	Understanding the history of the Arabs, their culture and way of life	Strongly agree	1	5.0
		Agree	12	60.0
		Neutral	4	20.0
		Disagree	3	15.0
		Strongly disagree	0	0
20.	Strengthening social relations between people in society	Strongly agree	1	5.0
		Agree	10	50.0
		Neutral	6	30.0
		Disagree	2	10.0
		Strongly disagree	1	5.0
21.	Expanding friendship with the Arabs	Strongly agree	5	25.0
		Agree	11	55.0
		Neutral	3	15.0
		Disagree	1	5.0
		Strongly disagree	0	0
22.	There is already a relationship between Arabic and the social sphere	Strongly agree	1	5.0
		Agree	14	70.0
		Neutral	5	25.0
		Disagree	0	0
		Strongly disagree	0	0
23.	So that I can deal with Arabs when traveling to religious, archaeological and historical places in Arab countries	Strongly agree	4	20.0
		Agree	10	50.0
		Neutral	5	25.0
		Disagree	1	5.0
		Strongly disagree	0	0

24.	To follow Arabic programs and series on television and the Internet	Strongly agree	1	5.0
		Agree	10	500
		Neutral	3	15.0
		Disagree	3	15.0
		Strongly disagree	3	15.0
25.	It enables one to complete studies in Arab countries	Strongly agree	4	20.0
		Agree	7	35.0
		Neutral	6	30.0
		Disagree	2	10.0
		Strongly disagree	1	5.0
26.	Evidence of obtaining the highest level of education in the community	Strongly agree	2	10.0
		Agree	10	50.0
		Neutral	1	5.0
		Disagree	4	20.0
		Strongly disagree	3	15.0

Table No. 7 focused on the third axis. This questionnaire contained questions about studying Arabic for cultural purposes. The answers and the analyzes were as follows:

19. It was clear from item 19 that the sample supported the study of Arabic for the purpose of knowing the history of the Arabs, their culture, and their way of life, as the number of supporters reached 13. One student responded with (strongly agree) at a percentage of (5.0%), and 12 people chose (agree) at a percentage of (60.0%), while 3 students chose (disagree) at a percentage of (15.0%), and 4 people chose to (neutral) at a percentage of (20.0%).

20. It became clear from the question of item no. (20) that most of the participants supported that they studied the Arabic language to enhance social relations between people in society, as 10 people chose (agree), which represents the highest percentage at a percentage of (50.0%), and 1 student chose (strongly agree) at a percentage of (5.0%), while 6 students hesitated and chose (neutral) at a percentage of (30.0%), and the number of those who refused was the least, as two students chose (disagree) at a percentage of (10.0%) and one student answered (strongly disagree) at a percentage of (5.0%).

21. It became clear from the answer to the question of item no. (21) that most of the participants believe that learning Arabic is in order to expand friendship with the Arabs. 5 people chose (strongly agree) with a percentage of (25.0%), and 11 people chose (agree) with a percentage of (55.0%), while those who rejected only one person where he chose (disagree) at a percentage of (5.0%), while the number of neutral students was 3 students at a percentage of (15.0%).

22. It became clear from item no. (22) that most of the participants also supported the existence of a close relationship between Arabic and the social field. Their number reached 15 people, where one student chose (strongly agree) with a percentage of (5.0%), and 14 students answered with (agree) with a percentage of (70%), which indicates their agreement with this item. For all this, the response of those who did not agree

was small, as it amounted to 5 students (25.0%), which is a small percentage compared to those who agreed to this question.

23. It also became clear that the percentage of supporters on the question of item no. (23) was higher, as 4 people chose with (strongly agree) that they studied Arabic to deal with Arabs when traveling to religious, archaeological and historical places in the Arab countries, at a percentage of (20.0%), and 10 people chose (agree) at a percentage of (50.0%), while those who rejected were five people, where they chose (disagree) at a percentage of (25.0%). Only one person chose (neutral) at a percentage of (5.0%).

24. The table indicated that most of the students which are 10 students at a percentage of (50.0%) of the sample agree that they study Arabic to be able to follow Arabic programs and series on television and the Internet. As for (strongly agree), there was one student with a percentage of (5.0%), while the students who disagreed with this question were 3 students (15.00%), and 3 students who strongly disagreed (15.00%). As for those who chose (neutral), their number was 3 people, at a percentage of (15.0%).

25. As for item no. (25), most of the sample supported that studying the Arabic language enables them to complete studies in Arab countries, where 4 students (20.0%) chose (strongly agree) and 7 students (35.0%) chose (agree). As for those who chose (neutral), their number was 6 students (30.0%). There are two students who disagree with this (10.0%), and one student strongly disagrees (5.0%).

26. Regarding the question of item no. (26), most of the participants agreed that they studied the Arabic language to obtain the highest level of education in society. The number of supporters was 12 students, two students chose (strongly agree) at a percentage of (10.0%), and 10 students chose (agree) at a percentage of (50.0%). There was one student who hesitated to answer at a percentage of (5.0%). While the students who (disagree) to this were 4 students at a percentage of (20.0%) and (strongly disagree) were 3 students at a percentage of (15.0%)

CONCLUSION

This research examined the motivations of students who enrolled in the Kanar 1 course, Language Institute, International University of Africa (IUA), Sudan.

The research clarified the students' position, motivations, and desires to study the Arabic language through the questionnaire that was distributed to the course students, and on the basis of the questionnaire results, several results were obtained, which we explain in the following points:

1. The needs and desires of the Arabic language students in this course are based largely on religious aspects.

2. It became clear from the research that students' needs are not limited to learning the Arabic language for the purpose of dealing with the Qur'an and the noble Prophetic hadiths, but rather the needs for learning it for other purposes, including the purpose of economics and culture, have increased. Therefore, it is necessary to design study units that specifically address these purposes.

3. It is useful to analyse the needs of learners in the field of teaching Arabic for special purposes. Because it is the basic principle in determining lesson objectives, choosing content, determining the lesson method, and appropriate evaluation methods. The use of the questionnaire turned out to be the best way to discover the needs of the learners and search for their learning purposes. Because it gives them the opportunity to tell others about what they need to learn the Arabic language, and what they have previously known.

4. Knowing the motivations of learners is one of the most important points that must be exploited, and it is in the interest of teaching the Arabic language, especially for non-native speakers, and teaching the Arabic language for special purposes.

RECOMMENDATIONS

In light of the research results presented above, the following recommendations and suggestions can be reached, which can help develop the process of teaching Arabic for special purposes. The most important of these recommendations and suggestions are:

1. Students' motivations should be known and their desires should be paid attention to in the process of teaching and learning the Arabic language.

2. Developing and enriching the course syllabus for the first stage, so that it can benefit from the good effort expended on it, and add new topics and exercises that were not included in the book, especially with regard to the economic and cultural purpose.

3. Work on developing auxiliary materials for the curriculum after knowing the students' desires to learn the Arabic language (a list of common vocabulary, dialogues, dictionaries, short stories, etc.).

4. The necessity of providing specific educational means to make the process of learning the Arabic language successful for religious purposes.

5. Providing a comprehensive curriculum for course students, equipped with reading materials followed by translation in Malay and word form.

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