Evaluation of Arabic Language Learning Program for Non-Native Speakers in Saudi Electronic University According to Total Quality Standards

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Abstract

The current study aimed at standardizing the program of learning Arabic for non-native speakers in Saudi Electronic University according to certain standards of total quality. To achieve its purpose, the study adopted the descriptive analytical method. The author prepared a measurement tool for evaluating the electronic learning programs in light of the total quality standards. The tool reviewed and evaluated by (30) specialists in administration, educational planning, curriculum and instruction and educational technology. Reliability of the evaluation card was verified, which rated (95.7%). Then, the same measurement tool is used to investigate the availability of standards in the program of learning Arabic for non-native speakers including a number of faculty and technicians in Saudi Electronic University.   The results of the study showed the 100% availability of total quality in all program's domains of the program.   The study recommended marketing of the program of learning Arabic for non-native speakers in Saudi Electronic University according to the requirements of educational revolution in the concepts of knowledge economy according to economic plan funded by Ministry of Education in Saudi Arabia.

Keywords: Evaluation, program of learning Arabic Language for Non-Native speakers, total quality standards

1.Introduction

Arabic language occupies a great position in the thoughts of native and non-native Muslim speakers who seek to learn it because it is related to the Holy Qur'an (the last holy books that was revealed to the prophet Muhammad (PBUH)) and because it is the language used to worship Allah. Non-Muslims seek to learn Arabic to achieve social, economic or political purposes. Thus, countries exert more efforts to disseminate its learning and establish institutes and specialized departments for two purposes: a. As a response to the need of the market to get a financial income by the educational institution; b. for a religious need, where learning Arabic is the means of performing worship, such as: reciting the Holy Qur'an, some quoted zekr, and reading and understanding the Holy Sunnah (Elrajhy, 2014). Thus, the Ministries of education in the Arab and Islamic countries launched university departments specialized in learning Arabic language for non-native speakers. In 1966, the first institute of learning Arabic language for non-native speakers was established in the Kingdom of Saudi Arabia (Islamic University, 2016). In 1997, a decree was issued to transform the College of Shari'ah 'Islamic law' and Islamic studies, Umm Al-qura university into an institute, known as "Institute of Learning Arabic Language for Non-Native Speakers" with an independent deanship (Umm Al-qura university, 2016). Then, departments of learning Arabic language for non-native speakers were consecutively established in other Saudi universities. In 1985, Al-Imam Muhammad Ibn Saud Islamic University established the institute of learning Arabic language for non-Arabs in Riyadh. It is currently known as "Institute of Learning Arabic Language (Al-Imam Muhammad Ibn Saud Islamic University, 2016). In 2010, King Abdulaziz University in Jeddah established the institute of learning Arabic language for non-native speakers (King Abdulaziz University, 2016). In 2012, Princess Nourah bint Abdulrahman University established the institute of learning Arabic language for non-native female speakers in Riyadh (Princess Nourah bint Abdulrahman university, 2016). In order to continue the series of achievements to keep up with the technological advancement in distance-learning and to serve Arabic language and disseminate learning Arabic language for non-native speakers, Saudi Electronic University established the department of Arabic language for non-native speakers according to a decree issued by the Board of Higher Education in 2014. From the very begging, it devoted itself to prepare programs and educational plans to bridge the gaps of cultural and civilization communication between speakers whose first language is Arabic and those of other cultures, promoting the Arab and Islamic tolerant and moderate culture to others within an electronic developed form that depends on self and e-learning.

Therefore, many reasons motivated creating the electronic programs of learning Arabic language, including meet the needs of the learners within broaden educational levels that begins from beginners to a professional practitioners as well as increasing demand on learning Arabic language by non-native speakers for various political, diplomatic, economic, religious, cultural, educational, touristic, communicative and other reasons. The need to fill the gap in the lack of the outcomes of traditional Arabic language institutes. Statistics indicated that there was a decline of the admitted learners' number because of the shortage of available seats. What a traditional institute can offer in an Arab country for years, an electronic program that adopts Arabic distance

learning can offer in a year or less.

Whatever the reasons are, there should be a number of principles, that can be summarized, as follows: learner's awareness of objectives, providing information in meaningful contexts, relying on learners' experience, analysing linguistic items and skills into simple structures that are individually presented, teachers' positive participation, variety of activities, variety of cultural activities, consolidation, taking into consideration individual differences and correcting learners' mistakes (Elowaedy, 2015).

While countries compete to improve the processes of learning and education, studies and research on evaluation emerged because of its importance and effect on the total educational process. Evaluation is a key component of curriculum and has its impact and effect with other components to achieve the final goal of education (Sabry, Youssef & Elrafey, 2001). Etymologically, evaluation is derived from the verb (to evaluate), i.e., to modify something and improve it and fix defects and drawbacks (Masud, 1992). Terminologically, it means evaluating and giving something a value (Eljaafraa, 2015). That is, judging the achievement of objectives and identifying strengths and weaknesses to consolidate strengths and handle weaknesses (Araafat and Hassan, 2013). Consequently, the process of evaluation includes collecting and connecting the related information to a group of objectives and assessment levels (Salama, 2015) to cover two aspects: First: Diagnosis by which weaknesses, drawbacks and strengths of the item under evaluation. Secondly: treatment in which weaknesses are treated that were identified during diagnose (Sabry and Youssef, 2002).

Hence, there should be a permanent monitoring and continuous development of each item of the curricula and measuring weaknesses and strengths using appropriate methods, such as: observation, check and review lists, records of stories, group discussion, assessment measurement tools, interviews, records, books, tests, conferences and individual and group meetings.

Total quality standards appeared as standards of evaluating and judging the educational programs. Therefore, the difference between the concepts of quality, total quality standards, and total quality management has to be identified. Pillai and Vallatharai (2003) illustrated that quality is an attribute of the product; total quality indicates the reliability of the product, how to be made and offered continuously; and total quality management means continuous improvement of the system and striving to empower participants to be self-independent. This can be achieved by looking for new and creative methods to be continuously adjusted with changes and planning process.

In addition, total quality is based on a number of ideas that relates a number of functions in a coherent way throughout and on all levels. It follows a structural systematic approach based on the interaction of the different elements within the system (Omachonu and Ross,2005). This concept may be elaborated in what officials follow of the administrative styles, activities and practices within the processes of planning, organization, implementing and monitoring according to systems that create permanent improvement and keep raising the quality level (Elbelawy et al., 2006). It is a system that includes a number of comprehensive intellectual philosophies, statistical tools and administrative processes used to achieve objectives and raise the satisfaction of both customer and official (Radwan, 2012).

After reviewing literature, the author found it necessary and significant to evaluate the program of learning Arabic language for non-native speakers to consolidate strengths and treat weaknesses. Masud and Abdeljaleel (2015) reported the necessity of conducting the processes of evaluation and recommended reconsidering some aspects concerning methods and tools of teaching to develop the programs of learning Arabic language for non-native speakers. Elsarira and Elassaf (2008) and Saleem (2011)...etc. reported the same results. Here, a question posed: What are the best standards of evaluation that can be adopted to evaluate these educational programs? If the standards of evaluation did not have a high level of accuracy, proficiency and objectivity, results would be misleading and wrong decisions causing harm would be made (Khalifa, 2014). Therefore, the best evaluation measurement tools to be used are those of evaluating the educational programs according to total quality standards that were concerned with improving the processes and results that achieve full user satisfaction and benefit without any defects (Radwan, 2012).

When evaluating the Program of Learning Arabic Language for Non-Native Speakers in Saudi Electronic University, the author did not find a tool of evaluation that adopted total quality standards. She wanted to evaluate the availability of these standards in the program to improve performance, enhance efficacy and find a culture based on proficiency and integration of all components.

2. Statement of the problem

Hence, the problem of the current study has been defined in two issues: a. Evaluating the Program of Learning Arabic Language for Non-Native Speakers in Saudi Electronic University according to specific standards of total quality to give recommendations on the program and improve performance. b. The need of the educational evaluation to a tool that suits all electronic educational programs according to total quality standards. Therefore, the problem can be summarized in the following major question:

What are the weaknesses and strengths of Arabic language learning program for non-native speakers in

Saudi Electronic University according to total quality standards?

Two minor questions emerged:

1. What are the standards of evaluating electronic educational programs according to total quality standards?
2. To what extent are the standards of total quality available in the program of learning Arabic language for non-native speakers in the Saudi Electronic University?

3. Objectives

The current study aimed at:

1. Standardizing total quality that should be available in the electronic teaching programs.
2. Investigating the availability of standards in the program of learning Arabic for non-native speakers in Saudi Electronic University.

4.Significance

The current study is significant both theoretically and practically, indicated as follows:

4.1 Theoretical Significance:

- The current study contributes to enriching the field of educational evaluation by creating a measurement tool of evaluating the electronic educational programs according to total quality standards. Evaluation is the most significant element of the educational system because of the implied decisions and procedures, targeting the developing the system.

- Updating electronic education system in the field of learning Arabic language for non-native speakers so as to be more capable of considering total quality standards in their nine domains (scientific method, education and learning, regulations and bylaws, evaluation, facilities and learning resources, administration of the program, human resources, global community service, quality assurance and continuous development) to be more capable of producing human resorces equipped with scientific and applied skills to fulfill the social, cultural and economic needs of the global community.

- Meeting the needs and requirements of the age of globalization and knowledge economy in the Kingdom of Saudi Arabia by evaluating the availability of total quality standards in the program of learning Arabic language for non-native speakers in Saudi electronic university.

4.2 Applied Significance:

- The current study provides the staff of designing electronic educational programs with total quality standards that must be available at the program's website, as recommended by Rashidi, Nada and Ghaleb (2011).

- Using the measurement tool of evaluating electronic educational programs, to be created by the current study, contributes to identifying weaknesses and strengths in the field of learning Arabic language for non-native speakers according to total quality standards. Hence, the way for future studies will be paved to develop programs based on these standards.

- Results of the current study help non-native speakers of Arabic to get a definite evaluation of the programs of learning Arabic in the Saudi university, enabling them to make sound decisions regarding enrollment. This saves time, effort and money and increases the opportunities of acquiring Arabic language skills.

5. Definition of terms

Evaluation: To evaluate is to modify something and handle or remove its deviation (Masoud, 1992). Terminologically, it is defined, according to Arafat and Hassan (2013), as a means of controlling the achievement of objectives and defining weaknesses and strengths. That is, a diagnostic process that consolidates strengths and handle weaknesses. It is the key means of development process. Procedurally, it is a series of scientific procedures, in which a card of evaluating electronic educational programs is used to judge the availability of total quality standards in the program of learning Arabic language for non-native speakers in Saudi Electronic University to identify strengths and give suggestions to handle weaknesses.

Total quality: quality means improving and upgrading something (Massud, 1992). Terminologically, it is a number of properties and characteristics that accurately and comprehensively express the essence and condition of education, including dimensions, inputs, processes, outcomes, feedback and continuous interactions that lead to achieve the desired and appropriate objectives (Elbelawy, et al., 2006). Procedurally, it is defined by the current study as the basics and principles that have to be available in the program of learning Arabic language for non-native speakers in Saudi Electronic University, reporting that it is capable of efficiently acquiring enrolled students Arabic as a foreign language.

Programs of learning Arabic for non-native speakers: They are defined as the plans of learning Arabic for non-native speakers that enable the learner to know its skills, acquire culture to communicate (Othman and Masoud, 2015). It is procedurally defined as an electronic program that provides curricula and activities online to facilitate learning Arabic for non-native speakers by self-learning. It includes (16) levels, a series of an achievement tests at

the end of each stage including 6 stages and a placement test to identify the student's level before being enrolled (Saudi Electronic University).

6. Limitations

The current study is limited to evaluating Arabic language learning program for non-native speakers in Saudi Electronic University according to total quality standards. It was conducted in the second semester   for the academic year 2015/2016.

7. Literature review

Elsarira and Elassaf (2008) aimed to identify total quality management in higher education institutions between theory and practice. It adopted the analytical descriptive approach to collect and interpret the required information. In addition, it discussed total quality management's concept, significance, benefits, requirements of application in higher education institutions, displaying indicators, sections and experiments in some countries. It recommended applying total quality administration in higher education institutions.

Elawawda (2012) aimed to analyze and evaluate seven computerized programs specialized in learning Arabic language for non-native speakers. They were: My Arabic teacher, Teach me more, the Green gate, City, Arabic for all and Fun With Arabic). It also discussed a proposed computerized software to learn Arabic language for non-native speakers, aiming to teach the main skills of Arabic language (reading, writing, listening and speaking) to non-native speakers. The author used the analytical descriptive approach to test the program, illustrating advantages and disadvantages. It resulted in designing a computerized software proposed to teach Arabic language to non-native speakers that had the strengths of other programs. Here, its procedures of content analysis and proposing computer software were adopted to design a measurement tool of evaluating the electronic educational programs according to total quality standards.

Othman and Masoud (2015) aimed to illustrate the significance of using curriculum in learning Arabic language for non-native speakers. The study used the descriptive approach and selected the institute of learning Arabic language for non-native speakers in Amman to be the case of the study. They designed a questionnaire to be distributed to teachers. They also designed a sheet of interview to be distributed to some teachers and decision makers in the institutes of learning Arabic. They hypothesized that the difficulty of Arabic language was caused by the absence of agreed on scientific approach. The questionnaire illustrated that teachers were not persuaded of the curricula and that they interfered by adding and modifying. This approved the hypothesis of the study. Thus, they recommended taking an interest in designing the curriculum of teaching Arabic language for non-native speakers to hold the increased demand on its learning and that specialized academic parties should adopt this task.

Rashidi, Nada & Ghalib (2011) aimed to reveal the standards of evaluating the websites of learning Arabic as a second language, using the descriptive approach. Results indicated a number of standards to be considered when designing the educational websites, especially those used in the programs of learning Arabic language for non-native speakers. The authors advised those in charge of the electronic educational programs to use the standards of evaluation consolidated outcomes. In addition, they recommended highly qualifying the teacher and learner to master Arabic language and creating quality standards to be considered in creating, designing and evaluating educational websites.

Masud & Abdul Jalil (2014) aimed to evaluate a program of teaching Arabic language for adult non-native speakers from their perspective in the Islamic international university, Malaysia, using the descriptive deductive analytical approach. It was applied to (42) learners in the Islamic international university. It resulted in: Affirming the effectiveness of the program from the participants' perspective because it considered: teaching timing and place, teaching staff, number of learners in the classroom, subjects, methods and tools of teaching and that the fees of education fitted the needs and attitudes of learners. They recommended developing methods of teaching and educational aids to develop the program.

The current study is consistent with Elsarira and Elassaf (2007), Rashidi and Ghalib (2011), Elawawda (2012), Masud & Abdul Jalil (2014), Saleem (2011) and Othman and Masud, (2015) in evaluating the program. The current study also agreed with Elsarira and Elassaf (2008), Saleem (2011), Rashidi, Nada & Ghalib (2011), Elawawda (2012), Masud & Abdul Jalil (2014) and Othman and Masud (2015) on using an approach; i.e. the descriptive approach. However, it differed from Elawawda (2012), Elsarira and Elassaf (2008), Saleem (2011), Rashidi, Nada & Ghalib (2011), Masud & Abdul Jalil (2014) Othman and Masud (2015) in relation to the sample that is the program of learning Arabic language for non-native speakers on the website of Saudi electronic university. It also differed from Elsarira and Elassaf (2008), Saleem (2011), Rashidi, Nada & Ghalib (2011), Elawawda (2012), Masud & Abdul Jalil (2014) and Othman and Masud (2015) in relation to tools and materials. It used total quality standards in creating a measurement tool of evaluating the electronic educational programs, adopting it as a tool of evaluating the program of learning Arabic language for non-native speakers available on the website of Saudi electronic university.

8. Theoretical framework

It covers discussing total quality standards and the components of program of learning Arabic language for non-native speakers to understand the study's two dimensions.

A. Total quality standards

Quality standards are items and aims used as a basis of evaluating and achieving quality objectives. Thus, universities in many countries adopted this point in performing and applying its standards to their provided services and used tools to perfectly perform their missions as effective educational institutions (Babel University, 2016). Total quality standards fall into nine domains, as follows:

Fist: The educational program comprises ten standards of evaluating total quality:

1. The program's vision, mission and objectives have been announced.
2. Objectives of the program are applicable.
3. Objectives of the program meet learners' needs.
4. Objectives of the program are derived from the college's vision and mission.
5. There is a description of each curriculum.
6. Curricula's objectives are related to the program's general objectives.
7. There is a balance between the theoretical and applied aspects of the program.
8. Curricula are continuously updated.
9. Each curriculum has clear objectives.
10. Curricula suit modern trends.

Second: "Education and learning" comprises seven standards of evaluating total quality:

11. Strategies and methods of teaching suit the nature of curricula.
12. Strategies of teaching motivate students to interact with the teaching staff member.
13. Strategies and methods of teaching consolidate self-learning.
14. Teaching processes ad methods consider students' individual differences.
15. Curricula's assignments and requirements suit their nature and objectives.
16. The opinions of the employers and graduates are used as a feedback.
17. Modern techniques are used in teaching curricula.

Third: "Regulations and bylaws" comprises four standards of evaluating total quality:

18. Instructions and regulations of the program were clearly published online.
19. The processes of applying the program's systems and regulations are flexible.
20. Academic and administrative departments stick to systems and instructions.

Fourth: Evaluation comprises six standards of evaluating total quality:

21. Evaluation processes are regularly and periodically applied.
22. Students' evaluation achieves justice and transparency.
23. Results of evaluation are used in developing the program.
24. Processes and forms of evaluation vary according to the aim.
25. Modern technology is used in the processes of evaluation.
26. Standards of evaluation are clear and defined.

Fifth: "Physical facilities and learning resources" comprises eight standards of total quality:

27. Electronic devices and laboratories are continuously available to students.
28. Numbers of devices match students' number.
29. The teaching rooms are appropriately equipped.
30. Technical services are provided to all students.
31. Necessary services and facilities, e.g. place of prayer, cafeteria, toilets and dispensary are available.
32. Rooms and buildings have security and safety requirements.
33. The library holds enough books, references and resources and fulfills the nature of specializations and curricula.
34. Means of communication and information technology are effectively used.

Sixth: Administration of the program comprises ten standards of evaluating total quality:

35. There is a continuous academic instruction.
36. The program's administration (deanship and departments) periodically publish and remind of systems and instructions.
37. Students are notified with their results and academic status in a timely manner.
38. The administration (deanship, heading of departments) is professional and fair.
39. The administration of the program is keen on continuous improvement and updating at all levels.
40. Admissions in the different specializations are fair and just.

Seventh: "Human resources" comprises nine standards of evaluating total quality:

41. There is enough number of technicians and officials to serve students.
42. The number of faculty matches the number of students enrolled in the program.
43. faculty has vocational skills in the program.

44. faculty has scientific skills in the program.
45. Academic specializations of the faculty cohere with the curricula of the program.
46. Officials and technicians have the skills required to perform efficiently and effectively in the program.
47. faculty of the electronic educational program participate in academic conferences.
48. Human cadres are keen on vocational progress and self-development. This affects services provided to enrolled students.
49. Faculty of the program share in enriching science and knowledge by conducting academic research.

Eighth: Community service comprises five standards of evaluating total quality

50. Academic departments are keen on communicating with graduates.
51. The program provides services to local community.
52. The program motivates learners to interact and provide local community services.
53. The program coheres with local community's requirements and needs.
54. Local community is keen on recruiting and benefiting from the faculty in the activities.

Ninth: Quality assurance of the program and continuous improvement comprises seven standards of evaluating total quality:

55. The program is keen on improving the efficiencies and skills of human cadre according to quality and accreditation standards.
56. Processes of evaluating faculty consider quality and accreditation standards.
57. The program is updated at all levels to fulfill quality and accreditation standards.
58. Results of the program's various evaluation processes are used in the processes of continuous improvement.
59. The program has a system of quality assurance.
60. The administration of the program is keen on the processes of self-evaluation.
61. The administration of the program hires external reviewers to review and evaluate programs.

B. Arabic language learning program for non-native speakers in Saudi Electronic University

It is an electronic international program that facilitates self or distance learning Arabic language for non-native speakers. Its objectives are defined, as follows:

1. Fulfilling the increasing demand on learning Arabic language by non-native speakers with tits cultural, global and economic motives.
2. Contributing to disseminating Arabic language, consolidating its role and position as a global language and working on achieving the mission of the Kingdom of Saudi Arabia in serving Arabic.
3. Contributing to disseminating Arab and Islamic culture, enriching it globally, presenting its true and tolerant image and effectively contribution to consolidate cultural communication between the different civilizations and cultures.
4. Presenting Arabic language to non-native speakers within its standard classical and modern context and its functional aspect and relating it to life.
5. Fulfilling the needs of learning Arabic for non-native speakers by a comprehensive and integrated program that provides a developed educational series with its placement and achievement tests within an electronic form of one of the most updated electronic programs in the field of language learning.
6. Developing the field of learning Arabic for non-native speakers according to successful educational and technical experiences and globally approved standards.
7. Providing a comprehensive, modern and interactive electronic learning of Arabic to non-native speakers.

Target group: The study's program is applied to adult non-native Arabic speakers who desire to acquire it. They can join the program as individuals or academic institutional programs according to a defined enrollment technique.

Basics of creating the program: It is based on the following:

1- Giving an interest to the phonological system of the Arabic language, treating it in a clear and accurate way, focusing on displaying the letter in its various forms- in the beginning, middle and end, connected or separated- and differentiating between short and long vowels.
2- Choosing common and familiar vocabularies, preferring real meaning to rhetorical, displaying them in complete contexts, using illustrating photos, especially material not abstract ones.
3- Focusing on the functional aspect of vocabularies and structures and to be related to daily life-contexts.
4- Completely adjusting vocabularies, structures and texts and sticking to punctuation.
5- Enriching the program with selected topics: Cultural, historical, political and economic, creating various topics that handle shared cultural, social and Islamic Arab-related issues that cohere with other global cultures.
6- Using the "unit" system in presenting the educational subject and considering balance between linguistic skills and items.
7- Focusing on audio and visual stimuli, using videos, audio clips and photos and considering suspense.
8- Gradual progress in language learning and considering the level of the content to match the cognitive educational level.

9- Exercises of the units should be diverse, with clear instructions from the easiest to the most difficult, oral followed by written, and the introductory followed by the productive.

10- Effectively using electronic learning techniques in teaching and learning Arabic language by non-native speakers, whether self or distance-learning.

11- Consolidating the role of the teacher as the core of the educational learning process, using distance or self-learning because the teacher is a guide, director and facilitator of the process.

12- Focus on competences: linguistic, communicative and cultural in learning Arabic language.

Components of the program:

⁃ (16) level besides the introductory one (the phonetic level)
⁃ (96) units
⁃ (384) integrative lessons
⁃ (500) pictures
⁃ (1800) audio files
⁃ (900) major and interactive videos
⁃ (5760) various educational training courses (Saudi Electronic University, 2016)

To expose the learner to many lessons and educational situations that use videos and varied and condensed educational activities as possible to meet his needs. They mainly depend on the learner. Hence, they follow the common European framework of reference for languages, benefiting from (Englishtown) pioneer experience . Thus, the four linguistic skills (listening, speaking, reading and writing) and linguistic items (sounds, vocabularies and structure) are provided in an integrated way, depending on the system of units and considering linguistic, communicative and cultural competences depending on gradual progress according to learner's level.

A prominent team of applied linguistics and Arabic language specialists designed the educational content and it was reviewed by a number of authors in the field of teaching Arabic for non-native speakers. It would be continuously reviewed according to the notes of professors, teachers and students. It is operated by Rosetta Stone, a pioneering American company in the field of languages distance-learning.

While (75%) of the program is dedicated to self-learning, (25%) is dedicated to virtual classrooms, where learners interact with the teacher and with each other in a class of five students only, so that each learner has the opportunity to interact.

Levels of the program

I. The elementary level (phonetic approach)

It includes a detailed presentation of Arabic sounds and their pronunciation with long and short vowels, Arabic letters and their written forms whether separated or attached at the beginning, middle or end, focusing on the phonetic phenomena, e.g. stress and nunnation. In addition, photos, letters and phenomena are displayed within a glossary of vocabularies and using photos, audio files and videos that help the learner listen, pronounce, read and write.

II. Main program

This comprises sixteen educational levels on six stages, from the beginner covering levels I, II, III; the main stage that covers levels IV, V, VI; the intermediate stage covering levels VII, VIII, IX; post-intermediate stage that covers levels X, XI and XII; advanced stage covering levels XIII, XIV, XV; and the post-advanced covering XVI level. Who passes the program, receives the proficiency of Arabic for non-native speakers certificate.

Each level covers six units, each of which comprises four lessons. Each lesson comprises:

⁃ outputs
⁃ Key listening video that displays diverse daily-life situations of one to three minutes.
⁃ Vocabulary: It comprises a word, its meaning, illustrated figure and a number of different exercises.
⁃ Structures: The program focuses on providing functional grammar through structure and various interactive trainings obtained from daily life.
⁃ Reading: The program comprises a number of purposeful reading texts and vocabularies that help the student understand texts, identify and appropriately pronounce symbols, extract major and minor ideas and understand the meaning in context. It also comprises an audio reading text that a student should reread, record using his own voice and is followed by a number of different exercises.
⁃ Speaking: It comprises many speaking exercises based on the student's level, from introducing self and some questions and short sentences to higher levels when the learner is asked to speak in a certain topic. He can record his voice. It also includes an interactive video where the learner has a conversation with a person in a certain topic.
⁃ Writing: It comprises writing exercises according to the student's level, from the sentence's simple structure to that of the paragraph and writing in a whole topic. The student is allowed to write, starting from writing letters and words, organizing calligraphic symbols into sentences and paragraphs, connecting them to each other, organizing ideas and information and punctuation.
⁃ Exercises: They are general exercises on all skills and linguistic items. They comprise a number of exercises, such as: multiple choice, correct or wrong, reorder, correct mistakes, match and fill in the space.

Tests:
- Placement test to define the learner's level
- Achievement tests by the end of each stage

- Proficiency test in the advanced level

User's guide

The program includes a user's guide (learner and teacher), helping them understand its style and has some guidelines on performing training and different educational activities.

9. Methodology and Procedures

The descriptive analytical approach has been adopted to describe the phenomenon (i.e., program of learning Arabic language for non-native speakers) and conduct assessment according to quantization (Alhamdany et al., 2006). This helps describe strengths and weaknesses and handle weaknesses, if any, according to total quality standards.

9.1 Population: Electronic teaching programs

9.2 Sampling: The current study was limited to the program of learning Arabic language for non-native speakers in Saudi Electronic University evaluated by a number of officials, faculty and technicians of the university. They were (11) referees.

9.3 Tool: The study has a measurement tool of evaluating electronic educational programs according to total quality standards. To prepare the measurement tool of evaluation, the following procedures were followed:

9.3.1 Validity:

To verify the validity of content, pieces of literature handling total quality standards were reviewed. They were classified into nine domains: (Academic method, education and learning, regulations and bylaws, evaluation, facilities and learning resources, program's administration, human resources, global community service and the program's quality assurance and continuous improvement). Then, these standards were written in a questionnaire and modified to match the degree of total quality standards' availability in the electronic educational programs. It was reviewed by (30) referees of the teaching staff specialized in administration, planning, quality management, curricula and methods of teaching and educational technology to evaluate the appropriateness of the standard for the electronic teaching programs, accuracy and clarity of items and sound writing . They were also consulted concerning the appropriateness of its hierarchy to judge the un/availability where (2) indicated availability, (1) indicated under construction and (0) indicate unavailability.

After that, they were modified according to referees' feedback to match evaluating the program of learning Arabic language for non-native speakers in Saudi Electronic University according to total quality standards. Table (1) illustrates referees' modifications on total quality standards for each domain and its items.

Table (1) Referees' modifications for some items of evaluating electronic programs according to total quality standards

No.	Item	Post-modification items
	Modifying the items of the third domain: Regulations and bylaws	
18	Instructions and regulations of the program were clearly published online.	Instructions and regulations of the electronic educational program were clearly published online.
19	The bylaws and regulations of the program included student's rights.	The bylaws and regulations of the electronic educational program included student's rights.
No.	Modifying the items of the fifth domain: Physical facilities and learning resources	
29	Number of devices suits students' number.	The electronic educational program provides interactive rooms to admit students.
30	The teaching rooms are appropriately equipped.	The interactive rooms are appropriately equipped to teach the electronic educational program.
31	Technical services are provided to all students.	Technical services, e.g. separated workshops, microphones, visuals and electronic questionnaires, are available in the interactive rooms
32	Necessary services and facilities, e.g. place of prayer, cafeteria, toilets and dispensary are available.	The electronic educational program has icons, such as: contact us and help.
33	Rooms and buildings have security and safety requirements.	Electronic security requirements provide each user with a user name and password to log in the interactive rooms.
34	The library holds enough books, references and resources and fulfills the nature of specializations and curricula.	There is a digital library on the website of the electronic educational program.
No.	Modifications of the sixth domain. Administration of the electronic educational program	
38	Admission criteria are published and clear.	Admission criteria in the electronic educational program are published and clear.
41	Academic advising is continuously provided.	Continuous academic advising through live chat in the electronic educational program.
43	Students are notified with their results and academic status in a timely manner.	Students are electronically notified with their results and academic status instantly.
45	The administration of the program is keen on continuous development and updating at all levels.	The administration of the program is keen on continuous development and the required electronic updates at all levels.
No.	modifications of the seventh domain - Human facilities	
46	There is enough number of technicians and officials to students' service.	There are links of electronic communication for students' service.
51	Officials and technicians have the skills required to perform efficiently and effectively.	Those in charge of the electronic educational program have the skills required for administrating rooms and distance learning.
No.	Modifications of the eighth domain - Community service	
55	Academic departments are keen on communicating with graduates.	Academic departments are keen on electronic communication with graduates.
57	The program motivates learners to interact and provide local community services.	The program motivates learners to interact and provide services to the global community electronically.

9.3.2   *Reliability*:

Reliability of the measurement tool has been verified by referees agreement. The author applied the measurement tool to the program of learning Arabic language for non-native speakers according to total quality standards on the website:

https://www.seu.edu.sa/sites/ar/colleges/CSTS/Arabic_nn%20Department/Pages/Academicprogram.aspx.

Then, the degree of agreement calculated, using Coper formula. Result reported that (146) standards of the author are available compared to (132) of the colleague. After estimating frequencies based on reliability equation ($R = \frac{2(C1+2)}{(C1+C2)}$) where R was the coefficient of agreement and 2 (C1+2) was the number of topics that the two referees agreed on ; C1= the number of agreement and C2= number of disagreement.

Table (2) illustrates the reliability of each domain of the measurement tool of evaluating the electronic program according to total quality standards.

Domain No.	Domains of measurement	Referee	Number of agreement (C1+ C2)	Reliability of the analysis
		First C1	Second C2	
1	Electronic learning program	32	28	93.3%
2	Education and electronic learning	28	24	92.3%
3	Regulations and bylaws of the electronic educational program	14	12	92.3%
4	Evaluation of the electronic learning program	9	9	100%
5	The physical facilities and learning resources of virtual learning of the electronic educational program	14	14	100%
6	Administration of the electronic learning program	8	8	100%
7	Human resources of the electronic educational program	8	8	100%
8	Services of the global community through the electronic educational program	27	23	92%
9	Quality assurance of the electronic educational program and continuous improvement	6	6	100%
	Total	146	132	95.7%

Results of content analysis indicateed that evaluating educational programs' measurement tool according to total quality standards rated (95.7%) of total reliability. That is, the measurement tool is appropriate. Consequently, the first minor question: "what are the standards of total quality that should be available in the electronic teaching programs?" has been answered.

Program of learning Arabic language for non-native speakers on the website of Saudi Electronic University was evaluated by (11) teaching members by applying the measurement tool of evaluating electronic educational programs according to total quality standards (Appendix 2).

10. Results

To answer the study's major question: What are the weaknesses and strengths of Arabic language learning program for non-native speakers in Saudi Electronic University according to total quality standards?

After reviewing the results of evaluating the program of learning Arabic language for non-native speakers in Saudi Electronic University. They may be summarized in four main strengths:

A. Processes of quality improvement in the program of learning Arabic language for non-native speakers are unified processes that make quality performance high and keep the easiness of work achievement in low cost compared to the traditional programs in universities and institutes. All skills targeted by the program have been identified with clear outputs to each educational level.

B. The program achieved comprehensiveness, continuity and proper follow-up by the higher administration through a committee that implements and controls quality of all the items and components of the program of learning Arabic language for non-native speakers in Saudi Electronic University, aiming to handle any violations of development standards.

C. All the components of the system of teaching Arabic language for non-native speakers in Saudi electronic university in the processes of decision making, problem solving and continuous improvement and development to obtain the desired learning outputs, according to the benefit of the teachers of the program.

D. The attitudes of teaching Arabic language for non-native speakers system's items achieved total quality standards and reached a distinctive stage of correlation and integration of all components.

The sole weakness that the program suffered from unavailability of a digital library that holds specialized books, references and stories on learning Arabic language for non-native speakers.

Results of the two minor questions:

To answer the first minor question: *"what are the standards of total quality that should be available in the electronic teaching programmes?"* By designing a measurement tool of evaluating the electronic educational programs according to total quality standards and testing the reliability and validity for application on the program of learning Arabic language for non-native speakers in Saudi Electronic University (see appendix 2). These standards are provided in tables (3-11).

To answer the second minor question: *"to what extent are the standards of total quality in the program of learning Arabic for non-native speakers in the Saudi Electronic University?"*, the percentage of the availability of each total quality standard in each domain according to the responses of referees and evaluators, shown as follows:

1. Result of evaluating the program of learning Arabic language for non-native speakers in the 1st domain (Electronic educational program) according to total quality standards (as shown in table 3):

Table (3) Availability of total quality standards in the 1st domain (Electronic educational program)

Total quality standards	Percentage		
	available (2)	under construction (1)	Unavailable (0)
1- The program's vision, mission and objectives have been announced.	100%	-	-
2- Objectives of the electronic educational program are applicable.	100%	-	-
3- Objectives of the electronic educational program meet students' needs.	100%	-	-
4- Objectives of the electronic educational program are derived from the college's vision and mission.	100%	-	-
5- There is a description of each curriculum in the electronic educational program.	80%	-	-
6- Curricula's objectives are related to the electronic educational program's general objectives.	100%	-	-
7- There is a balance between the theoretical and applied aspects of the electronic educational program.	100%	-	-
8- Curricula are continuously updated in the electronic educational program.	100%	-	-
9- Each curriculum has clear objectives in the electronic educational program.	100%	-	-
10- Curricula of the electronic educational program match modern trends.	100%	-	-

Table (3) showed that total quality standards in the program of learning Arabic language for non-native speakers on the website of Saudi Electronic University were 100% available. Regarding standards No. (5, 6, 9 and 10), referees reported that the program does not include curricula but levels, each of which had outcomes, defined skills firmly related to the programs objectives. In addition, the students could not move to the higher level, until s/he passed. However, this did not affect the content of the measurement tool, indicating its achievement in this regard. Firstly, Saudi electronic university was concerned with giving a detailed description of the program's outcomes to express its vision and mission that were clear in the elaborate description of the levels.

 2. Result of evaluating the program of learning Arabic language for non-native speakers in the 2nd domain (electronic education and learning) according to total quality standards, as shown in table 4:

Table (4) Availability of total quality standards in the second domain (electronic education and learning)

2nd Domain: Electronic education and learning			
Total quality standards	Percentage		
	available (2)	under construction (1)	Unavailable (0)
11- Strategies and methods of teaching match the outputs of the electronic educational program.	100%	-	–
12- Strategies and methods of teaching used in the electronic educational program motivate students to interact with the faculty.	100%	-	–
13- Strategies and methods of teaching in the electronic educational program consolidate self-learning.	100%	-	–
14- Operations and methods of teaching used in the electronic educational program take the students' individual differences into account.	100%	-	–
15- Curricula's assignments and requirements match learning outcomes and objectives in the electronic educational program.	100%	-	–
16- The opinions of employers and graduates are used as a feedback on the electronic educational program.	100%	-	–
17- Modern teaching techniques are used in the electronic educational program.	100%	-	–

Table (4) indicated that agreement percentage of program of learning Arabic language for non-native speakers on the website of Saudi Electronic University according to total quality standards of education and learning after being evaluated was 100% with all standards by all evaluators. They commented on standard (16) that "the program currently depends on students in getting a feedback on its performance of education and learning procedures" it was only launched two years ago. This agreement reported the level of accuracy considered on describing the program's outcomes, adopting self-learning principles that considered the individual differences and using the students' feedback in improving the methods of education and learning.

3. Result of evaluating the program of learning Arabic language for non-native speakers in the the domain (regulayions and bylaws of the electronic educational program) according to total quality standards, as shown in table 5:

Table (5) Availability of total quality standards in the 3rd domain (regulations and bylaws of the electronic educational program)

3rd domain: Regulations and bylaws of the electronic educational program			
Total quality standards	Percentage		
	available (2)	under construction (1)	Unavailable (0)
18- Instructions and regulations of the electronic educational program were clearly published online.	100%	-	-
19- The systems and regulations of the electronic educational program included student's rights.	100%	-	-
20- The processes of applying the systems and regulations of the electronic educational program are flexible.	100%	-	-
21- Academic and administrative departments of the electronic educational program observe systems and instructions.	100%	-	-

Table (5) illustrated that the agreement percentageof program of learning Arabic language for non-native speakers on the website of Saudi electronic university according to total quality standards of education and learning after being evaluated was 100% with all standards by all evaluators. This indicates that academic and administrative departments considered publishing the instructions of the program, illustrating all regulations and systems made students aware of their rights clearing up any ambiguity. Enrolled students might notice that the requirements of getting the academic certificate is to pass 16 levels and tests.

4. Result of evaluating the program of learning Arabic language for non-native speakers in the 4th domain (Evaluating the electronic learning program) according to total quality standards, as shown in table 6:

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Table (6) Availability of total quality standards in the 4th domain (Evaluating of the electronic learning program)

Evaluation of the electronic learning program			
Total quality standards	Percentage		
	available (2)	under construction (1)	Unavailable (0)
22- Evaluative operations are regularly and periodically conducted the electronic educational program.	100%	-	-
23- Students' evaluation achieves justice and transparency in the electronic educational program.	100%	-	-
24- Results of evaluation are used in developing the electronic educational program.	100%	-	-
25- Processes and forms of evaluation in the electronic educational program vary according to purpose.	100%	-	-
26- Modern technology is used in the processes of evaluating the electronic educational program.	100%	-	-
27- Evaluation standards are consistent with the desired outcomes in the electronic educational program.	100%	-	-

Table (6) pointed out that the agreement of the program of learning Arabic language for non-native speakers on the website of Saudi electronic university with total quality standards of education and learning after being evaluated was 100% with all standards by all evaluators. This indicates that there was a high level of quality considered on describing evaluation styles to achieve a high level of evaluation and appropriate treatment of any drawback that might appear in the educational process.

5. Result of evaluating the program of learning Arabic language for non-native speakers in the 5th domain V (Physical facilities and learning resources in the electronic learning program) according to total quality standards:
Table (7) Availability of total quality standards in the 5th domain (Physical facilities and learning resources in the electronic learning program) according to total quality standards

5th domain: Physical facilities and learning resources			
Total quality standards	Evaluation		
	Available (3)	Under construction (3)	Unavailable (2)
28- The website is continuously available to students.	100%	-	-
29- The electronic educational program provides interactive rooms to hold students' number.	100%	-	-
30- The interactive teaching rooms are appropriately equipped to assure the quality of the educational process.	100%	-	-
31- Technical services are available to all students of the electronic educational program, such as: Separated workshops, visuals and electronic questionnaires,	100%	-	-
32- The electronic educational program has icons, such as: contact us and help.	100%	-	-
33- Electronic security requirements are available where each user has a user name and password to log into the interactive rooms.	100%	-	-
34- Availability of a digital library on the website of the electronic educational program.	-	-	100%
35- Means of communication and information technology are effectively used in the electronic educational program.	100%	-	-

Table (7) demonstrated that the agreement of the program of learning Arabic language for non-native speakers on the website of Saudi electronic university with total quality standards of education and learning after being evaluated was 100% with all standards by all evaluators.

This suggests that the program obtained the funding required for providing the website with all technical needs on the wold wide web, helping students proceed to study Arabic with full tranquility and receive the appropriate training in the light of the availability of all physical facilities required to operate the electronic educational program in a way that secure live interaction with teachers and application of learning and evaluation tools to obtain the required achievement. They commented on standard (34) because it was not an outcome "visiting the digital library". In addition, it is required in traditional programs, not the electronic ones where using the Internet allowed logging into any digital library all over the world and that there was no need to create a digital library on the website. However, the author thinks that creating such library saves student' time and effort when looking for useful books that enable them to study Arabic. Consequently, it is recommended that those in charge

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of the program should be keen on creating and categorizing the digital library according to students' levels to assure the program's quality.

6. Result of evaluating the program of learning Arabic language for non-native speakers in the 6th domain (Administrating the electronic educational program) according to total quality standards, as shown in table 8:

Table (8) Availability of total quality standards in the 6th domain (Administrating the electronic educational program) according to total quality standards

6th domain: Administration of the electronic educational program			
Total quality standards	Evaluation		
	Available (2)	Under construction (1)	Unavailable (0)
36- Rules determine the responsibilities and tasks of the electronic educational program's administration (deanship, heading of departments).	100%	-	-
37- Acceptance processes in the different specializations of the electronic educational program are fair and just.	100%	-	-
38- Acceptance criteria in the electronic educational program are clear and published.	100%	-	-
39- The administration (deanship, heading of departments) of the electronic educational program work efficiently and effectively.	100%	-	-
40- Related issues are continuously published.	100%	-	-
41- There is a continuous academic instruction via live chat in the electronic educational program.	100%	-	-
42- Students are electronically notified with their results and academic status instantly.	100%	-	-
43- Students are notified with their results and academic status via traditional or electronic mail in a timely manner.	100%	-	-
44- The administration (deanship, heading of departments) of the electronic educational program are professional and just.	100%	-	-
45- The administration of the program is keen on continuous improvement and the required electronic updates at all levels.	100%	-	-

Table (8) illustrated that the agreement of the program of learning Arabic language for non-native speakers on the website of Saudi electronic university with total quality standards of education and learning after being evaluated on "physical facilities and virtual learning resources in the electronic educational program" was 100% with all standards by all referees. This indicates that the deanship, heading of departments, technicians and teachers are stick to regulations, bylaws and times of updating the website to suit the updates. They are also keen on notifying students of their academic position, whether by e-mail or instant evaluation. Evaluators reported that the program provides interactive rooms, each of which holds 7-8 students and that students enrolled in the program at the same time are 480 from various parts of the world.

7. Result of evaluating the program of learning Arabic language for non-native speakers in the 7th domain (Human resources of the electronic educational program) according to total quality standards, as shown in table 9:

Table (9) Availability of total quality standards in the 7th domain (Human resources of the electronic educational program)

7th domain: Human resources of the electronic educational program			
Standard	Evaluation		
	Available (2)	Under construction (1)	Unavailable (0)
46- There is adequate number of technicians and officials to serve students in the electronic educational program.	100%	-	-
47- The number of faculty matches the number of students enrolled in the electronic educational program.	100%	-	-
48- Faculty has vocational skills in the electronic educational program.	100%	-	-
49- faculty has high academic skills in the electronic educational program.	100%	-	-
50- Academic specializations of the faculty coheres with the curricula of the electronic educational program.	100%	-	-
51- Those in charge of the program have the skills required for administrating rooms and distance learning.	100%	-	-
52- faculty of the electronic educational program participates in academic conferences and processes of vocational development.	100%	-	-
53- Human cadres are keen on vocational progress and development.	100%	-	-
54- faculty of the electronic educational program participates in enriching science and knowledge by conducting academic research.	100%	-	-

Table (9) revealed that the agreement of the program of learning Arabic language for non-native speakers on the website of Saudi electronic university with total quality standards of education and learning after being

evaluated on "Human resources of the electronic educational program" was 100% with all standards by all evaluators. This suggests that Ministry of Higher Education's officials pay a great attention to provide qualified human resources that contribute to achieve the program's message and help students to achieve the required educational outputs, i.e. skills of Arabic language at each level of the program. In addition, teachers speak in a way that suits the first language of students to illustrate the program's requirements and give them instructions related to the means of achieving the required outputs; they master 16 languages.

8. Result of evaluating the program of learning Arabic language for non-native speakers in the 8th domain (Services of the global community through the electronic educational program) according to total quality standards, as shown in table 10:

Table (10) Availability of total quality standards in the 8th domain (Services of the global community through the electronic educational program)

8th domain: Services of the global community through the electronic educational program			
Standard	Evaluation		
	Available (2)	Under construction (1)	Unavailable (0)
55- Academic departments are keen on electronic communication with the electronic educational program's graduates.	100%	-	-
56- The electronic educational program provides services to the global community.	100%	-	-
57- The electronic educational program motivates learners to interact and provide services to the global community electronically.	100%	-	-
58- The electronic learning program coheres with the requirements and needs of the global community.	100%	-	-
59- Global community is keen on recruiting and benefiting from the electronic educational program's faculty in general activities.	100%	-	-
60- Academic researches, funded by the electronic educational program, suit the needs of global community.	100%	-	-
61- The administration of the electronic educational program motivates faculty to participate in global community services.	100%	-	-

Table (10) illustrates that the agreement of the program of learning Arabic language for non-native speakers on the website of Saudi Electronic University with total quality standards of education and learning after being evaluated on "Services of the global community by the electronic educational program" was 100% with all standards by all evaluators, indicating the program's quality and considering total quality standards.

9. Result of evaluating the program of learning Arabic language for non-native speakers in the 9th domain (Quality assurance and continuous improvement of the electronic educational program) according to total quality standards, as shown in table 11:

Table (11) availability of total quality standards in the 9th domain (Quality assurance and continuous improvement of the electronic educational program)

9th domain: Quality assurance of the electronic educational program and continuous improvement			
Standard	Evaluation		
	Available (2)	Under construction (1)	Unavailable (0)
62- The electronic educational program is keen on improving the efficiencies and skills of human cadre according to quality and accreditation standards.	100%	-	-
63- Processes of evaluating the faculty of the electronic educational program consider quality and accreditation standards.	100%	-	-
64- The electronic educational program is updated at all levels to fulfill quality and accreditation standards.	100%	-	-
65- Results of the electronic educational program are used in the processes of continuous improvement.	100%	-	-
66- The electronic educational program has a system of quality assurance.	100%	-	-
67- The administration of the electronic educational program is keen on the processes of self-evaluation.	100%	-	-
68- The administration of the electronic educational program hires external reviewers to review and evaluate programs.	100%	-	-

Table (11) showed that after evaluating "quality assurance of the electronic educational program and continuous improvement", total quality standards in the program of learning Arabic language for non-native

speakers were 100% available. This assures that its administration tried to enhance efficiencies and skills of its human cadres according to the standards of quality and assurance and that it worked on making use of the results of evaluation to achieve continuous improvement. In conclusion, the program includes a system of quality assurance that guarantees conducting self-evaluation by the administration, staff and students. Regarding standard (68), the administration of the program evaluates it, hiring a number of referees specialized in linguistics to continuously review and assess the program to assure its quality.

11. Recommendations

Program of learning Arabic language for non-native speakers:

1. Promoting and marketing the program of learning Arabic language for non-native speakers in Saudi Electronic University according to the scientific revolution data in the concepts of knowledge economy.
2. The need to apply total quality concept in education and its evaluation according to total quality standards to fulfill the needs of the society of specialized cadres that are capable of global competition. Additionally, applying this concept and conduct this evaluation in all programs of learning Arabic language in the Arab universities.
3. Establishing a unit of evaluating the system of the program of learning Arabic language for non-native speakers on the website of Saudi electronic university according to total quality standards to be periodically or quarterly applied to keep the level of success and excellence.
4. Handling the sole weaknesses of the program of learning Arabic language for non-native speakers to enhance its quality by providing a digital library that fulfills students' needs of reading in Arabic to achieve a progress.

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