

## Objectives of Teaching Textual Writing Skills for Non-Arabic Speakers within the Framework of the Common European Framework of Reference for Languages -Levels A1 and A2 (A1-A2)

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### Abstract:

Communication is one of the most important functions of language, and textual writing skills are classified as a language production skill. It represents the material embodiment of language through the various symbols that form language at the material level. This is the ultimate goal hoped for from the language teaching process due to its communicative feature, which is considered by contemporary language programs a culmination of the three other skills (listening, speaking, and reading) that represent the oral embodiment of language in general. We followed a descriptive approach—which relies on explanation and analysis—in this study, as we see it suitable for this type of research. By relying on description, analysis, and drawing conclusions, we will attempt to answer the following question: To what extent is the Common European Framework of Reference for Languages effective in achieving the objectives of textual writing in Arabic for non-native speakers at levels A1 and A2?

We concluded the article with the most important findings: that the skills of the Arabic language are interconnected during its teaching, and since textual writing is a means of studying and advancing the language, it benefits from the other skills. We took a direction represented in the Common European Framework of Reference for Languages (at level A1 and level A2), which we see as the most important reference for linguistic planning in learning and teaching foreign languages, including Arabic, at the textual level. This is because it is an institutional effort established by countries and their educational institutions, not an individual endeavor. It provides an accurate vision (referring to curricula) and a clear practical application for developing plans for writing the language textually.

**Keywords:** Objectives, Skill, Textual Writing, Non-Arabic Speakers, European Framework for Languages.

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**Introduction:**

When linguistic contents are used to express opinions and ideas among members of the linguistic community, both individually and collectively, in order to achieve understanding and satisfy needs, this is considered one of the fundamental functions of language: communication. From here, the four communicative skills are recognized as the foundation of language, encapsulating the purposes intended to be achieved when an individual learns a language through mechanisms of communication, whether in understanding and producing language or in writing; employing the skills of linguistic practice<sup>1</sup>. Therefore, the aim of textual skills is regarded as one of the most important pedagogical objectives in the educational process in general and in the field of language learning and teaching in particular. This trend gains significance when it emerges from defining the function of language for humans as social beings, as agreed upon by most scholars in the field of applied linguistics, who assert that the primary function of language is communication<sup>2</sup>.

These skills are not separate from one another, given their interrelatedness through an integrated whole<sup>3</sup>. The skills of listening and speaking fall under the category of phonetics, while written formation combines the skills of reading and writing. At the same time, listening and reading skills are classified under the skill of language comprehension, meaning receiving it, whereas the skills of speaking and textual writing fall under the skill of language production<sup>4</sup>, meaning sending it.

This overlap and integration among these linguistic skills, during language use, practically necessitate the presence of more than one linguistic skill in every linguistic task during the linguistic event in the classroom<sup>5</sup>. This ultimately paves the way for achieving the final skill, which is textual writing aimed for by language programs, as a culmination of the three other communicative skills (listening, speaking, and reading).

**1. Definitional Context of the Term “Skill”:**

**A. Linguistically:** Many linguistic explanations converge on defining the term skill, and thus we chose what is stated in “Lisan al-Arab” regarding the root (مهر): “Skill is proficiency in something. The skilled person is proficient in every task, most often described as an excellent swimmer, and the plural is مهرة.<sup>6</sup>” We also selected what Muhammad Murtaḍá al-Husayni al-Zabidi, the author of “Taj al-‘Arous,” states: “The skilled person is proficient in every task, most often described as an excellent swimmer, and its plural is مهرة. To be skilled in something means to become proficient.<sup>7</sup>”

From the meanings of skill in modern dictionaries, we find what is mentioned in the “Al-Mu’jam al-Wasiṭ” under the root (مهر): “To master something, to become proficient in it. He is skilled.<sup>8</sup>”

**B. Terminologically:** There are many terminological definitions of skill<sup>9</sup>, but we choose what was posited by Fathi Ali Younes and Muhammad Abdul-Ra'uf Sheikh, who state that linguistic skill “is the simplest unit of linguistic activity performed accurately and well in the least possible time, connected to any of the areas of listening, speaking, reading, and writing. They are integrated and interwoven in the natural use of language.<sup>10</sup>”

## 2. Writing Skill:

Despite the many significant inventions attributed to humanity, writing remains, in our view, one of the most important achievements that humans have accomplished on Earth, as it is the means through which previous human heritage has been preserved from extinction<sup>11</sup>. It is also a tool for accessing everything published in various print media—books, scientific and academic research, magazines, newspapers—by a large number of people worldwide in order to convey ideas, information, and emotions to those who read what is written. Therefore, every pedagogical approach that relies on communicative competence in teaching foreign languages must include the writing skill.

## 3. Concept of Writing:

### A. Linguistically:

In “Lisan al-Arab,” it is stated: “Writing is known, and its plural is كُتِبَ and كُتِبَتْ. To write something is to inscribe it.<sup>12</sup>”

Al-Qalqashandi states in his book “Subh al-A’sha fi Sina’at al-Insha’”: “Writing in language is the source of كَتَبَ; it is said يَكْتُبُ كِتَابًا، كِتَابًا، كِتَابًا، يَكْتُبُ كِتَابًا. He is a writer, and it means the gathering; it is said: الْقَوْمُ تَكَتَّبَتْ if they gathered. From this, a group of horses is called كِتَابِيَّة. It is also said that a she-mule has written if it gathers its lips with a ring or cord, and thus writing is named for the collection of letters together as it is called the threading of a water skin for binding some beads together. Ibn al-A’rabi said: Writing may also refer to knowledge, as in the verse: ‘Do they have knowledge of the unseen, so they write it down?’ (Al-Tur: 41), meaning they know.<sup>13</sup>”

### Terminologically:

Writing is, in brief, “the conversion of mental ideas into written symbols.<sup>14</sup>” Closely related to this definition is the notion that writing is the process of transforming symbols from oral speech into printed text<sup>15</sup>. However, unlike this brevity in the last two definitions, the following definition elaborates on the details of the writing skill: “Writing is a complex process, involving the competency or ability to conceive ideas and express them in letters, words, and grammatically correct structures, using varied styles in range, depth, and fluency, while presenting those ideas clearly and processing them in a coherent and flowing manner, followed by refining the ideas and structures presented in a way that invites further precision and thought.<sup>16</sup>”

We note in the last definition that it includes the fundamentals of the writing process in all its details, as outlined by Ibrahim Al-Fawzan, who states that this process goes through three levels:

- The first level of writing: involves practicing letter formation, which includes the motor skills related to the fixed formal aspects of writing, through drawing Arabic letters while using Arabic punctuation marks.
- The second level: is limited expression, which is an intermediate, transitional state that connects the process of forming and drawing letters with the learner's freedom to express themselves in writing. This level involves teacher guidance, as in writing descriptions of scenes based on specific images.
- The third level: is absolute written expression, where the learner freely translates the ideas that come to mind into written letters, expressing what they wish to communicate. This level is purely a mental stage and is referred to as advanced written expression, including writing in artistic domains.

Despite the educational value of this type of writing, some researchers in this field assert that writing skills can be classified into only two categories: mechanical reading and cognitive reading<sup>17</sup>. The mechanical aspect refers to the learner's mastery of spelling, while the second category pertains to the learner's understanding of the syntactic and morphological rules of the target language and their ability to articulate their opinions correctly<sup>18</sup>.

#### **4. The Educational Importance of Textual Writing Skills:**

While the three previous skills represent the oral embodiment of language in general, writing skills are the material embodiment of language through the various symbols that constitute language at the material level. Writing is the ultimate goal hoped for from the language teaching process due to its communicative feature, which cannot be replaced between the writer and the audience. It is regarded as the highest means achieved by humans to store diverse experiences, knowledge, and creativity to share with others, whether close or far.

What interests us here is the educational dimension of this skill, particularly in teaching foreign languages, as achieving this competence for the foreign language learner is the ultimate goal of the educational process. This aims to make the learner proficient in writing to the same degree as in speaking or reading. If we consider speaking as a fundamental means of communication between the learner and others, differing linguistically, to convey their ideas and emotions for various purposes, and if we also regard reading<sup>19</sup> as the reverse process of speaking, as it allows the reader to travel across time and space, transcending cultural differences, then writing is the highest achievement of human thought<sup>20</sup>. It transitions from the ahistorical to the historical; the true history of humanity began with the invention of this medium.

If language has two essential functions in human life—communication and facilitating the thinking process—then teaching writing must fulfill both functions. This means that written expression should serve as a means of communication<sup>21</sup>, playing a functional role in writing, while also being a translation of thought and expression of the self simultaneously. This represents a literary and creative direction in writing.

The preservation of this human heritage—both learning and teaching—is contingent upon this process. Its absence equates to the loss of benefiting from this heritage, and writing is the only effective means for preserving, transmitting, and developing the legacy of what humanity has invented and learned, with language being one of the most significant aspects of that heritage.

Thus, the educational value of writing skills emerges; it is both a tool and an end in itself. In educational settings, learners of the Arabic language aspire to master this skill, aiming to write in this language as well as they speak and read it. This goal is also achieved through writing; they learn the language by writing it, by capturing words, understanding structures, and then using them. “Writing, while being crucial as a means of communication and self-expression, is also vital in the classroom, where Arabic language learners seek the ability to write as they speak and read. Writing is a means of teaching language. It helps learners grasp vocabulary, recognize structures, and use them, significantly contributing to the deepening and enhancement of other language skills, such as speaking, reading, and listening, as writing dictation serves as a form of listening practice. Many language teaching scholars have noted that students who spend sufficient time learning to read and write in a foreign language have a comprehensive understanding of the language and can effectively apply this knowledge, facilitating accurate usage. Furthermore, reading experts view writing as a desirable activity. By focusing attention on the form of words and phrases, writing assists learners in distinguishing and building the ability to remember written forms and their relationships, thereby facilitating the reading process.”<sup>22</sup>

The importance of writing increases at advanced levels of language education, as learners need it to express their proficiency in language study. They may require it to record their knowledge about the language, and they may also need it to express themselves in writing regarding the study of the language, its cultures, and its literature. Despite the significance of writing as a linguistic skill, a means of learning, and a tool for human communication and self-expression, it does not receive the appropriate attention in foreign language education, especially with the emergence of modern trends in teaching these languages that focus more on the oral aspect than on other aspects, such as the auditory-oral approach<sup>23</sup>.

Complaints often arise regarding weaknesses in writing in a foreign language and the slow progress of learners in this area. This weakness may not stem from the difficulty of writing in a foreign language as much as it arises from shortcomings in teaching methods and the programs designed for teaching writing. There is often insufficient

preparation for teaching writing, a lack of support provided to learners to guide them on how to improve their writing, and a deficiency in organized training during the initial stages of language study. Learners often engage in writing without purpose, goal, or motivation and are presented with inappropriate topics for writing, or they are forced to engage in free writing before they have achieved a sufficient level of mastery of the language. For all these reasons, attention must be paid to writing as a concept, goal, and method<sup>24</sup>.

Thus, writing, in this sense, is one of the foundational skills for learners of the Arabic language who are not native speakers. Therefore, it is essential to focus on and develop this skill in them, as it enables them to convey their thoughts and reflections to others with precision and focus, given that writing requires a significant amount of reflection, as the learner of Arabic is aware that someone will be reading their work. Consequently, they will exert their utmost effort to communicate everything optimally.

From this perspective, writing serves as an important pedagogical tool alongside other means for this learner, as it allows them to store what they learn initially. It also reveals the cognitive abilities of learners, especially their creative capacities in literary fields. Additionally, it serves as an evaluative tool through written examinations. Here, the writing skill requires a substantial amount of interrelated and complex processes, such as thinking and motor coordination, which are equally important as what other skills, like speaking, demand. When a non-Arab language learner translates various ideas into verbal symbols during speech, they strive to ensure that the listener or reader can understand what they wish to convey.

In all of this, there is significant effort exerted by non-native learners of Arabic, who immerse themselves in the language, a process that should not be underestimated or undervalued. It involves a complex interplay of mental thinking and physical effort to connect the ability to form symbols and punctuation marks within a single word, then extend that to multiple words, and finally to a coherent, flowing expression that results in a comprehensible text for the reader, especially if this learner is at the initial level mentioned earlier.

Despite the importance of writing skills and the need for non-Arabic learners to engage in writing in Arabic, attention to this skill within the pedagogical materials for teaching Arabic, in our view, has not received the necessary emphasis. This is due to the tendency of most professionals in this field to focus on the oral aspect of teaching Arabic to non-native speakers, neglecting the writing skill due to its complexity and difficulty<sup>25</sup>.

This has motivated us to address the writing skill with the same level of seriousness as we have addressed the other skills, by exploring the educational objectives of writing skills as presented in the following section.

## **5. Objectives of Textual Writing Skills in Arabic for Non-Native Speakers at Levels (A1 and A2):**

Every specialist in the field of education, especially in teaching Arabic, fully understands that the ultimate goal of teaching writing skills, as advocated by proponents of communicative approaches in language education, is for the language learner, particularly in a foreign language, to reach a level where they can express their thoughts and feelings about various issues using written symbols. If the learner does not reach the ability to translate their ideas and feelings into a written linguistic material that is correct, then this competence remains unachieved.

Translating ideas and feelings into written symbols in a language different from the learner's native language is considered one of the most challenging skills during the educational process, as it encompasses the other linguistic skills. "Talking about writing skills and mastering them is talking about the language as a whole."<sup>26</sup> Therefore, the teacher must exert more effort and allocate all the necessary time required for this process to help the learner reach a level where they feel that they truly possess the skill of writing.

Given the interconnection of these matters, the foreign language teacher must have the experience to guide the learner gradually to master this skill through:

- Advising the teacher not to engage the learner in the writing expression session with new linguistic content, for fear that the writing session will be used to explain new vocabulary and practice their grammatical structures, thus diverting the learning session from its primary goal of writing expression.
- Encouraging the learner to use the same linguistic material they have addressed in previous skills (listening, speaking, and reading) to express their thoughts and feelings in writing.
- Focusing on ensuring that the learner is familiar with punctuation marks, as they are among the most crucial elements in writing both dictations and compositions, serving as indicators placed between parts of written speech, forming an essential part of the Arabic writing system<sup>27</sup>.

Mahmoud Kamel Al-Naqah confines the goals of teaching writing skills to one main objective: the learner's mastery of writing according to the functioning of the Arabic sentence construction system while writing, so that the Arab reader can understand it<sup>28</sup>. He emphasizes that this main goal can only be achieved by progressing through intermediate objectives, which the teacher of this skill must teach the writing learner to master, including aspects related to the form of writing as a writing mechanism, such as letters and their shapes, handwriting and its accuracy, spelling rules, and familiarity with their basics. Moreover, it includes the content of writing, meaning the ideas contained within it, and the writer's ability to translate them into clear and appropriate language for the subject.

However, we believe that these clarifications—despite their importance—remain theoretical and do not clearly outline an effective way for a non-native Arabic learner to learn writing. Therefore, after all this, we also lean towards adopting what the Common European Framework of Reference for Languages has established in defining the objectives of textual writing skills in Arabic for non-native speakers at levels A1 and A2, as it provides a practical approach to enable the Arabic language learner to achieve this effectively, as illustrated in the table.

### 6. Level One: A1 (A1), of Textual Writing Skills, See the Table:<sup>29</sup>

Objectives	Clarifications (When Necessary)
1. Copies Arabic language sounds in writing.	Focus will be on the forms that Arabic letters take at the beginning, middle, and end of words. This includes similar-looking letters: / ب ت ث /, / ج ح خ /, / د ذ /, / ر ز /, / /, / / ب ت ث /, / ج ح خ /, / د ذ /, / ر ز /, / /, / /
2. Uses basic punctuation marks.	Punctuation marks: period (.), comma (،), question mark (?), exclamation mark (!).
3. Writes Arabic sounds that he/she has heard.	Spelling activities with slow and repeated reading.
4. Copies short texts related to daily life.	Writes texts or dialogues composed of phrases and sentences.
5. Fills out personal forms.	Models requesting personal information such as: name and surname, father's name, mother's name, place of birth, age, profession, country, postal address, email, online presence...
6. Writes short letters.	Emails or postcards or short text messages for various occasions such as: birthdays, Mother's Day, religious or national holidays, wedding anniversaries, and other occasions, as well as invitations to participate in celebrations or special events. Additionally, writing traditional personal letters.
7. Writes simple communicative messages regarding daily needs or situations.	Shopping lists, thank-you letters, apology letters, or short notes (e.g., writing information about a meeting time and place with someone).
8. Writes simple and short dialogues and texts.	
9. Writes responses to simple and short dialogues or texts.	
10. Introduces himself/herself in writing.	Simple sentences about home, study, work, and residence...
11. Expresses daily life situations in writing.	Various situations about himself/herself, his/her friends, family, and relatives...
12. Describes the place where he/she lives and his/her environment using simple phrases in writing.	It is expected to use adjectives such as: close to, far from, beautiful, hot, cold, etc., in addition to basic colors, and prepositions of place such as: under, above, in front of, behind...
13. Writes personal information about others.	Filling out identification forms about others that include the person's name, surname, studies, number of siblings, hobbies, place of residence, and other information. The forms may include a number of questions that the learner asks his/her classmate to obtain information about him/her.
14. Creates tables and charts with simple data.	Transforming simple texts into tables or diagrams.
15. Uses time-related phrases in written expression.	Focusing on the days of the week and the Gregorian months.
16. Expresses information that includes numbers and figures in his/her writing.	Counting from 0 to 30 in contexts related to age, quantity, phone numbers, and other appropriate contexts, including decades (10, 20, 30...).

17. Lists important information found in what he/she has read or heard.	
18. Completes missing information using visual or textual cues.	Activities such as: solving crosswords, creating lists or tables using images or textual cues.
19. Writes according to the occurrence and sequence of events.	Arranging independent sentences for a simple and short story using visuals, and employing phrases indicating sequence and order such as: first, second, then, finally...
20. Writes simple sentences based on visual materials.	Moderately free creative activities.
21. Uses linking words when connecting words, groups of words, phrases, and sentences.	And, but, then, or, also. Clarifications (When Necessary)

At this level of teaching the objectives of writing skills, the researcher indicates that the learner is able to write simple, separate sentences and expressions about themselves, another person, their residence, and their work using similarly simple expressions and sentences.

7. Level Two: A2 (A2), of Textual Writing Skills, See the Table:<sup>30</sup>

Objectives	Clarifications (When Necessary)
1. Appropriately fills out personal forms.	Name and surname, nationality, date of birth, place of birth, father's name, mother's name, educational level, profession, personal interests...
2. Writes short texts about himself/herself, his/her hobbies, work, and academic life.	
3. Writes short notes, whether routine or urgent.	Meeting date with a person, meeting time, going from one place to another, personal notes, making requests.
4. Expresses what he/she likes and dislikes.	What he/she likes and dislikes regarding animals, fruits, vegetables, etc.
5. Writes about his/her preferences and desires.	I prefer, I like, / I do not like, I want / I do not want.
6. Writes short texts about his/her family.	Family members and their jobs, professions, and hobbies...
7. Writes about his/her future plans and projects.	
8. Uses time-related phrases in his/her writing.	Morning, evening, night, afternoon, tomorrow morning, next month, last Saturday, next winter, at seven in the morning...
9. Describes people, things, and places in his/her writing.	
10. Writes information that includes numbers and figures.	Exchanging information about prices while shopping, requesting information about the quantity of something, and other contexts related to numbers. It is suggested to divide numbers into groups and distribute them reasonably into units instead of teaching them all at once. The following division can be followed in teaching numbers: - Numbers from 30 to 40. - Numbers from 40 to 50. - Numbers from 50 to 60. - Numbers from 60 to 70. - Numbers from 70 to 80. - Numbers from 90 to 100. - One hundred, two hundred, three hundred, ...nine hundred. - One thousand, two thousand, three thousand, ...ninety-nine thousand. - Million, billion.

11. Writes short letters and postcards.	
12. Writes simple poetry.	It is not necessary to consider weight or rhyme. One of the best ways to create poetry is to use creative drama techniques in composition.
13. Dictates what he/she hears or reads accurately.	
14. Observes spelling rules in his/her writing.	Spelling here includes how to write Arabic letters connected to each other or separated in some letters, and the use of punctuation marks, as well as exceptional spelling for certain words and phrases like: الله (God), هذا (this), هذه (this), ذلك (that), أنا (I), على (on), عليّ (upon me), in addition to several cases of writing the hamzah...
15. Composes short texts about his/her life and past experiences.	For example, texts about what he/she did yesterday, last week, during the last vacation, or during past holidays...
16. Connects cause and effect indicators in his/her writing.	Therefore, so, because...
17. Expresses what he/she can do and what he/she cannot do.	He/She can / cannot.
18. Makes comparisons in his/her writing.	Comparing two things, persons, or places in different contexts or times...
19. Keeps a diary with simple sentences.	Outdoor activities.
20. Transfers simple information, whether written or auditory, into tables and charts.	Creating a list of foods and their prices, departure and arrival schedules for public transportation...
21. Writes about his/her daily life, interests, hobbies, and habits.	It is possible to use phrases such as: in the morning, in the evening, at noon, at night, tomorrow morning, at seven in the morning, sometimes, often, occasionally, every day, never...
22. Writes advertisements, invitations, posters, and slogans at a basic level.	
23. Reviews his/her writing for accuracy in expression.	Rubric scales can be used for self-assessment by the learner using the criteria set by the rubric.
24. Writes about an event or activity simply.	Party, meeting...
25. Writes in a logical sequence.	Using phrases indicating sequence such as: first, second, and finally, so, before that, after that.
26. Summarizes a simple text in his/her own words and sentences.	
27. Forms a new text using key words and concepts selected from a simple text.	
28. Writes about his/her future plans and projects.	Will, shall.
29. Finds a suitable title for a text he/she has created.	
30. Writes his/her autobiography.	
31. Writes short and simple biographies.	
32. Writes his/her opinions and thoughts on a particular topic.	In my opinion..., I believe that...
33. Writes short texts with an introduction, structure, and conclusion.	
34. Writes short stories using illustrations or pictures.	Short stories that include answers to six questions or most of them: What?, Who?, When?, Where?, How?, Why?, along with the extraction of key words.
35. Uses functional phrases to connect words, phrases, and sentences.	And, so, then, or, but, because, therefore, however, thus, after that.

At this level of teaching the objectives of writing skills, the researcher clarifies that the learner is able to write a set of simple expressions and sentences, linking them with conjunctions. They can write about family, living conditions, educational background, and current or past circumstances, as well as write a little about aspects of daily life in their immediate environment, forming coherent sentences regarding people, places, or study experiences, and can write a very short and essential explanation of past events and personal experiences.

### **8. The Relationship Between Skills:**

If writing is a means of studying a language and enhancing other linguistic skills, it simultaneously relies on these skills and benefits from them. Through listening and reading, the learner acquires the ability to use the language and its structures appropriately—this ability is essential for clear, comprehensible writing. What one cannot articulate to oneself cannot be easily and clearly written. Thus, we can say that effectively practicing writing and benefiting from it as a linguistic skill depends on mastering and practicing the other skills. The mastery of writing skills for non-native Arabic learners is “enhanced by two factors:

- An Arabic linguistic competence that includes the sounds of Arabic, its vocabulary, and its ready structures.
- An Arabic culture that encompasses various cultural aspects.<sup>31</sup>”

In reality, the four communicative skills interrelate with one another<sup>32</sup>; there is no clear boundary between them during instruction. It is unrealistic for a teacher to address listening skills or any other skills without touching upon another skill; this is nearly impossible from an educational standpoint. In fact, the common division of skills is merely a pedagogical tool aimed at facilitating the language teaching process, such as focusing on one skill at a specific time for purely educational purposes. Some even argue that listening practice must be integrated with other forms of language activity in the classroom; thus, a learner should only speak what they have listened to, read what they have spoken, and write what they have read.

Therefore, this educational process may involve more than one skill during a single session<sup>33</sup>, in addition to the fact that the essence of these skills returns to two fundamental skills, as previously mentioned.

The foundation of this interconnection and integration among communicative skills stems from the communicative theory itself, which posits that the primary function of language is communication, encompassing its four elements: the sender, the receiver, the message, and the code (language). Communication only occurs through these elements, where the sender is either a speaker or a writer, and the receiver is either a listener or a reader. Consequently, language is composed of four skills: listening, speaking, reading, and writing<sup>34</sup>.

## Conclusion:

From our exploration of textual writing skills and the objectives embodied by the Common European Framework of Reference for Languages at levels A1 and A2, we conclude the following results:

- Textual writing is one of the foundational skills for learners of Arabic who are non-native speakers. Therefore, it is essential to focus on and develop this skill in them, as it enables them to convey their thoughts and reflections to others with precision and focus. Writing allows for a significant amount of reflection, as the Arabic learner is aware that there will be a reader, and thus they will strive to communicate everything optimally.
- The attention given to this skill within the pedagogical materials for teaching Arabic, in our view, has not received the necessary emphasis due to the tendency of most professionals in this field to focus on the oral aspect of teaching Arabic to non-native speakers.
- The importance of adopting what the Common European Framework of Reference for Languages has established in defining the objectives of textual writing skills in Arabic for non-native speakers at levels A1 and A2, as it provides a practical method to empower the Arabic learner effectively.
- At level A1 (A1) of teaching writing skill objectives, the learner is capable of writing simple, separate sentences and expressions about themselves, another person, their residence, and their work using simple expressions and sentences.
- At level A2 (A2) of teaching writing skill objectives, the learner can write a set of simple expressions and sentences, linking them with conjunctions, writing about family, life circumstances, educational background, and current or past situations, as well as writing briefly about aspects of daily life in their immediate environment in the form of coherent sentences about people, places, or study experiences, and can write a very short and essential explanation of past events and personal experiences.

## Footnotes:

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- <sup>1</sup>- Rushdi Taima, *Language Skills: Their Levels, Teaching, and Difficulties*, Dar Al-Fikr Al-Arabi, 1st ed., 2004, pp. 5- 6
  - <sup>2</sup>- Omar Al-Siddiq Abdullah, *Teaching Arabic to Non-Native Speakers: Studies and Applications*, Al-Dar Al-Alamiya for Publishing and Distribution, undated, 2010, p. 135.
  - <sup>3</sup>- See: the same reference, p. 127.
  - <sup>4</sup>- See: Omar Al-Siddiq Abdullah, previous reference, p. 163.
  - <sup>5</sup>- The same reference, p. 7.
  - <sup>6</sup>- Ibn Manzur, *Lisan al-‘Arab*, ed. Abdullah Al-Kabir et al., vol. 6, entry: "Mahr", Dar Al-Ma'arif, Cairo, undated, p. 4286.
  - <sup>7</sup>- Sayyid Muhammad Murtada Al-Zabidi, *Taj al-‘Arus from Jawahir al-Qamus*, entry: "Mahr", ed. Abdul Aleem Al-Dhawi, Arab Heritage Series, Ministry of Information, Kuwait, 1974, p. 497. Also see: Al-Taher Ahmed Al-Zawi, *Arranging the Al-Qamus Al-Muhit According to the Method of Al-Misah Al-Munir and Asas Al-Balagha*, entry: "Mahr", vol. 2, Dar Al-Ma'rifa, Beirut, Lebanon, undated, 1979, p. 291. And Ahmad Al-Aid et al., *Al-Mujīb, A French-Arabic Dictionary*, Dar Al-Yamama for Publishing and Distribution, Tunisia, 1st ed., 2007, p. 655.

- <sup>8</sup>- Ibrahim Anis et al., *Al-Mujam Al-Wasit*, entry: "Mahr", vol. 2, Dar Ihyā' Al-Turāth Al-Arabi, Beirut, Lebanon, 2nd ed., p. 889.
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