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The Degree of Native Language Teachers' Consideration of Persuasive Writing Skills in Teaching Expression

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Abstract

This study aimed to examine the degree of Arabic language teachers' consideration of persuasive writing skills in teaching expression and their differences according to the variables of gender, academic qualifications, and years of experience. To achieve the objectives of the study, the descriptive approach was applied in the form of the school survey method. The study sample consisted of 239 male and female Arabic language teachers in public schools of Najran region in the Kingdom of Saudi Arabia. They constituted 42.7% of the study population. To collect the data, the study used a questionnaire consisting of 21 items after verifying its validity and reliability in the Saudi context. The results showed that the degree to which the Arabic language teachers consider the persuasive writing skills in teaching expression in all domains of the study instrument and the total score ranked moderate. Also, the results revealed that there were statistically significant differences in the degree of Arabic language teachers' consideration of persuasive writing skills in teaching expression in all domains of the study instrument and the total score due to gender variables in favor of females, academic qualifications in favor of graduate studies, and years of experience in favor of ten years or more. The study recommends the Ministry of Education should work on developing the practices of Arabic language teachers for persuasive writing skills in teaching expression by providing appropriate training programs.

Introduction

Every language of the world, including Arabic, has four arts and skills: listening, speaking, reading, and writing. The mastery of these arts and skills is what makes the individual understand and produce a spoken language to achieve effective communication. This is, in fact, an acquired and cumulative matter that requires each individual to perform accurately and proficiently. Ideas can be transferred, exchanged, and self-expressed with one or more of the basic language skills: listening, speaking, reading, and writing (Abdul Kareem, 2016). Writing is a language skill acquired after the development of speaking and reading. The two processes of reading and writing are intertwined. That is, reading what is written. The writer reads what has been written to

correct mistakes and rewrite some things. Writing is literary art in which the individual practices expressing in writing his feelings, thoughts, situations, and experiences he is going through (Matvienko & Fard, 2010).

Writing is a means of expressing the inner self, which you will not find a better way than writing. In addition, it is an effective means for those who seek to bring about real reform in their societies and countries. They can broadcast ideas and deliver them to the largest number of people. Writing has a large and effective role in increasing human information and making him an encyclopedic person, especially if he is one of the people who are distinguished by their multiple interests (Al-Mikhlaḥfī, 2019). Writing is a mental language skill that includes the ability to transform phonetic (audible) symbols into written (visual) symbols. It consists of written expression, spelling, and calligraphy. By writing, the individual translates what is on his mind and what he exchanges with others to return to it when needed. Writing is at the top of the hierarchy of learning language skills and abilities. Writing is an important means of communication between people; they use language to interact with each other. Here, part of this interaction is related to learning. They also use it to support and enrich knowledge (Al-Harbi, 2015). Writing bears a set of visual signs, which constitute a specific language according to agreement and custom. As a result, it represents language in its many levels including various sentences and words, as well as syllables. Writing is a direct representation of thought. It has a set of socially valuable functions (Al-Baja, 2010).

Teaching writing in schools aims to achieve multiple goals. They can be summed up under four main objectives as mentioned in Al-Haqeel (2016). First, the creedal objectives are to establish the love of Allah Almighty and knowledge of His ability, and that He is the creator of man and the path of the universe, and that the return and end to Him. Second, the learning objectives are to provide knowledge and education to learners, to provide what will benefit them in their next life, and to arouse the love of knowledge and cognitive curiosity. Next, the educational objectives are that the education that the child receives through literature is not less than what he receives in his school, or at the hands of his parents, or through the society in which he lives. The educational goals must be lofty, selected from the history of the Arab and Islamic nations, to develop in the learners the spirit of tolerance and giving. Finally, the entertainment objectives are through which other objectives appear because learners (children) love entertainment. They tire of seriousness and believe that what they see or read from stories is a form of imaginative play, so they merge and rediscover themselves with it.

The importance of writing stems from the importance of language, which is the vessel of thought and culture for any society. Language is a means of expression that a person uses to express what he thinks. Also, with writing, he can develop his personality and express his feelings. In addition, he can acquire knowledge, information, experiences, trends, values, and different behavior patterns through writing (Al-Makhlaḥfī, 2019). Among the forms of expression is written expression. Writing in this form may be creative, argumentative, functional, or persuasive. This last form (persuasive) is concerned with expressing the point of view towards controversial issues, which need clarification and criticism. It is also concerned with providing evidence and proofs to confirm the reader's idea, in which the writer seeks to convince others and prove or deny the idea and opinion (Abdulqadir, 2014).

Persuasive writing is a form of writing that relies on making and then supporting a claim argumentatively. It aims at persuading the reader to accept the writer's point of view through provoking sympathy, presenting counter-views, and refuting them with evidence and proofs (Zahran, Fahmy, & AbdelAzeem, 2015). Persuasive writing involves interactive intellectual processes to influence and subject the other to an idea or opinion. Each party adopts a claim, then presents the foundations and data that support the claim and links it and data with justifications, presents the opinions of the other party, and refutes them with evidence and proofs (Abdul-Gawad, Al-Samman, & Shehata, 2015).

Persuasive writing goes through multiple steps. The first step is choosing a specific issue to be discussed from the list of topics generated by the teacher and students together and discussing both sides of the topic (pro and against). The next step is choosing the strategy and structure of the argument and providing a background on the case. The third step is presenting both sides of the case, supporting the point of view by explaining the reasons. Also, it includes presenting the logical justifications that clarify the relationship between the point of view and the evidence, recognizing the arguments of the other party, and refuting the opposing arguments. The final step is reaching a logical conclusion, reviewing what has been written, and evaluating it in the light of the criteria for the quality of persuasive text (Alkthey & Al-Qiawi, 2020).

Teachers can introduce this type of writing in the classroom by, first, teaching the basics of persuasive writing (Wal, 2016). Teachers can also provide examples of persuasive writing such as newspaper excerpts or audio clips of speeches or lectures. In addition, they can encourage learners to participate in discussions or speeches to understand the internal methods people use to persuade an audience. Further, teachers must teach learners the basic elements and format of writing a persuasive argument. For example, they should teach them the use of persuasive words that include words and phrases used to persuade the reader such as for this reason, I believe, as the evidence shows, etc. Teachers should make a list of these words and phrases so that learners can use them easily when writing persuasive articles (Bakry & Alsamadani, 2015).

The importance of persuasive writing emerges from the fact that it is a necessary skill to participate in many social, political, religious, professional, and historical contexts (Abdul-Gawad, Al-Samman, & Shehata, 2015). Persuasive writing develops learners' ability to be aware of the characteristics of the addressee audience by anticipating their views on the issue, the arguments and evidence based on it, and building logical reasons to refute them (Al-Dhanhani, 2014). It also develops learners' ability to produce meanings and ideas and improve their writing skills through writing a coherent text with appropriate evidence and proofs. In addition, it develops analytical thinking skills through learners' analysis of a set of opinions and beliefs and the study and understanding of multiple viewpoints on the issue at hand. Further, it is a means of acquiring and building knowledge through the conduct of analysis, logic, and inference. Persuasive writing provides opportunities to develop public speaking and listening skills. It develops the creative process of learners by applying effective and advanced strategies to achieve the objectives of argumentative discussion. It contributes to increasing the internal motivation of learners, arousing their interest in writing, and also enabling them to express their ideas without restrictions and with complete freedom. It develops learners' ability to logically analyze social problems, explore solutions and options, and make appropriate decisions (Buyuknarci & Grunke, 2019).

Writing is one of the important language skills. Language in communication skills is divided into two parts: written expression and oral expression. A person conveys his thoughts to others directly through word of mouth or writing.

Expression plays an important role in human communication through which the individual can convey his thoughts directly to others orally through conversation, or in writing by authoring. Proficiency in oral and written expression is one of the important objectives of teaching Arabic. Expression aims to enable the individual to communicate with others in a successful linguistic way in which he expresses what he wants (Awad & Bastami, 2012). Expression is the disclosure of thoughts and feelings that are circulating in the mind of a person so that others can understand them. In school education, expression refers to the systematic school work that proceeds according to an integrated plan to reach the learners to a level that enables them to translate their thoughts, feelings, observations, and life experiences orally and in writing into a sound language according to a specific intellectual level (Spitan, 2012).

The importance of expression is due to several aspects. It is the desired goal of studying language and a means of comprehension and understanding. It represents a means of individual communication with others and a tool for strengthening the intellectual and social bonds between individuals. It has an important role in developing self-confidence, sound intellectual and social growth, and sound logical thinking. The individual is accustomed to order and accuracy. It increases the speaker's self-confidence and means to express practical situations in life, and fulfills the necessary needs that require eloquence and the ability to improvise (Metaq, 2016). The importance of expression also lies in providing the learners with the words and structures they need to be added to their language input, and using them in their conversations and writings. In addition, it contributes to the advancement of the learners' level and the acquisition of various academic information and knowledge. Further, it is important in improving verbal communication skills such as speaking, writing, listening, and reading. The importance of oral and written expression emerges in practical life, especially in the world of media and politics and their branches such as letters, essays, statements, debates, and seminars. Good expression is one of the foundations of academic excellence in the language field and others. If the learner excels in expression, then he excels in his language studies and academic and practical life. Expression is the mainstay of the individual in achieving his personality and interaction with others (Awad & Bastami, 2012). Hence, the importance of studying this type of writing in terms of exploring the degree to which Arabic language teachers in the Kingdom of Saudi Arabia take into account its skills when teaching the subject of expression.

Statement of the Study

The problem of the study emerged from the apparent weakness of students in their different academic stages in writing skills. This decline in the level of writing skills often appears in the Arabic language. The researchers are supervisors in the field training of female student teachers in the Arabic language in Najran region. They observed with their experience in the educational field that there is a noticeable weakness among schoolgirls in writing skills, including persuasive writing. It appears with the reluctance of most students to participate in the expression class. Perhaps, one of the most important reasons for the low level of students in writing, in general,

and persuasive writing, in particular, is due to the lack of interest of Arabic language teachers in the expression class, which is the goal of language education. Teachers are interested in the means of reading, grammar, literature, and rhetoric and neglect the purpose of all these branches, which is the expression in both its oral and written forms. Multiple studies have indicated this including the study of Habayeb (2011). It found several difficulties in teaching writing, and that there was a clear weakness among students in their different school stages in written expression skills, whether those related to form or content. Accordingly, the problem of this study emerged by answering the following two questions:

1. What is the degree to which Arabic language teachers in Najran region consider persuasive writing skills in teaching expression from their point of view?
2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the degree to which Arabic language teachers consider persuasive writing skills in teaching expression from their viewpoint due to the variables of gender, academic qualification, and years of experience?

Objectives of the Study

The study aimed to explore the degree to which Arabic language teachers in Najran region consider persuasive writing skills in teaching expression from their point of view. Also, it explored the statistically significant differences in the degree to which Arabic language teachers consider persuasive writing skills in teaching expression from their viewpoint due to the variables of gender, academic qualification, and years of experience.

Significance of the Study

The theoretical importance of this study appears in the fact that it examines the degree to which Arabic language teachers in the Kingdom of Saudi Arabia consider the skills of persuasive writing in teaching expression. What is available in this study of educational literature and previous studies dealing with the variables of the study represent an addition to the Arabic library and a contribution to increasing the sum of human knowledge about the Arabic language teachers' consideration of persuasive writing skills in teaching expression. It is hoped that the results of the current study will contribute to drawing the attention of educators, school principals, and teachers to the importance of teachers' consideration of persuasive writing skills in teaching expression. This entails setting plans to develop teachers' practices and employing persuasive writing in the teaching and learning process of students at all stages of study to improve their skills and expressive abilities in persuasive writing.

Procedural Definitions

The study terms are defined conceptually and procedurally as follows:

- Persuasive writing: It is a type of writing in which a case expresses a writer's opinion and provides evidence to support this opinion and includes the basic elements that express the writer's arguments (Al Tamim, 2015).

Procedurally, it is measured by the total score represented by the responses of the study sample (Arabic

language teachers) to the study instrument (a questionnaire that takes into account persuasive writing skills in teaching expression) prepared by the two researchers to achieve the purposes of this study.

- Arabic language teachers: They are the teachers who have academic qualifications to teach the Arabic language to school students at different academic levels and are appointed in the schools of the Ministry of Education. In this study, they are the teachers of the Arabic language in public schools in Najran region in the south of Saudi Arabia.

Method

This study followed the descriptive approach in the form of a school survey for its appropriateness to answer the two research questions and achieve the study objectives.

Population and Sample of the Study

The study population consisted of all male and female teachers who teach Arabic in public schools in Najran region in the Kingdom of Saudi Arabia. Their number is 560 male and female teachers. The study sample was chosen by the stratified random method. It included 239 male and female teachers of the Arabic language in public schools in Najran region, Kingdom of Saudi Arabia. They constituted 42.7% of the study population. The sample was distributed according to the variables of gender, academic qualification, and years of experience as shown in Table 1.

Table 1. Distribution of the Study Sample according to the Variables

Variables	Value Label	N
Gender	M	99
	F	127
Academic qualification	B.A.	133
	Graduate studies	93
Years of experience	Less than 5	76
	5-10	66
	Above 10	84

Instrument of the Study

The two researchers prepared the study instrument (a questionnaire) to measure the degree to which Arabic language teachers take into account persuasive writing skills in teaching expression by referring to educational literature and previous research on persuasive writing (Abdulqadir, 2014; Al Dhanhani, 2014; Al Tamim, 2015; Wal, 2016). Also, they were benefited in writing the statements that represented the self-assessment of Arabic language teachers to the degree to which they take into account the skills of persuasive writing in teaching expression. The instrument, in its final version, after verifying validity and stability, consisted of 21 items divided into five skills, namely: the skill of presenting foundations and data that support the claim

(statements=1-5), the skill of presenting evidence and justifications supporting the idea (statements=6-9), the skill of assessing and refuting the arguments and points of view of the other party (statements=10-15), and the skill of linking the claim and data with justifications (statements=16-21). The respondent puts a sign (\surd) in front of each of the statements of the domains on a five-Likert scale (very high, high, medium, low, very low). The instrument was corrected by giving the following weights (5, 4, 3, 2, 1) for the aforementioned degrees. In order to judge the level of the means of the statements, domains, and the instrument as a whole, the statistical criterion was adopted using the following equation:

Range= (maximum value- minimum value) divided by the number of proposed ranges (3).

Range= $5-1=4 \div 3= 1.33$. The following Table 2 illustrates that.

Table 2. The Statistical Standard for Determining the Degree of Considering Persuasive Writing Skills in Teaching Expression

Means	Level
1.00 – less than 2.33	Low
2.33- less than 3.67	Medium
3.67- 5.00	High

Validity and Reliability of the Instrument

The validity of the instrument content in its initial version was checked by ten experts in the field of Arabic language curricula and methods of teaching at Najran University. In the light of their opinions and comments, the required modifications were made. Therefore, the final version of the instrument was produced. To check the reliability of the instrument, an exploratory sample of (30) male and female teachers of the Arabic language from outside the main study sample were asked to respond to it. Then, the reliability coefficient was computed using the internal consistency of the "Cronbach's Alpha" equation on the instrument and its domains. Table 3 depicts this.

Table 3. Cronbach's Alpha Reliability Coefficients for the Study Instrument Domains and the Instrument as a Whole

N	Domain	Cronbach's alpha coefficients
1	The skill of presenting foundations and data that support the claim	0.85
2	The skill of presenting evidence and justifications supporting the idea	0.87
3	The skill of assessing and refuting the arguments and points of view of the other party	0.81
4	The skill of linking the claim and data with justifications	0.80
	Overall	0.84

According to Table 3, it is shown that the reliability coefficients of the study instrument's domains using the Cronbach's alpha test ranged between (0.80 - 0.87). The overall reliability of the instrument reached (0.84), rating high values. Therefore, this score justifies the reliability of the instrument and validity to achieve the study objective.

Procedures of the Study

The study instrument was prepared in its initial version, then its validity and stability indications in the Saudi context were checked. Next, the letters of ethical approval for the application of the study instrument were obtained from the official authorities at Najran University and the Education Administration in Najran region. The necessary data to implement the study were obtained. After that, the contact information of the study population was listed from the teachers of the Arabic language in cooperation with the supervisors. Then, the instrument link was distributed electronically via the Google Drive application to the sample of the study to collect data after clarifying the objectives of the study and the procedures for answering the study instrument. The Statistical Package for Social Analysis (SPSS) program was used to analyze the data. Finally, the results were extracted and discussed.

Results

Results of the First Research Question: *What is the degree to which Arabic language teachers in Najran region consider persuasive writing skills in teaching expression from their point of view?*

To answer this research question, the means and standard deviations of the degree to which Arabic teachers practice persuasive writing skills in teaching expression were extracted from the point of view of the study respondents. Table 4 displays the results.

Table 4. Means and Standard Deviations of the Study Respondents' Estimates to the Degree of Arabic Language Teachers' Practice of Persuasive Writing Skills in Teaching Expression in Descending Order

N	Domain	Means*	Standard deviation	Order	Degree
1	The skill of presenting foundations and data that support the claim	3.34	0.70	1	Medium
2	The skill of presenting evidence and justifications supporting the idea	3.33	0.78	2	Medium
3	The skill of assessing and refuting the arguments and points of view of the other party	3.33	0.72	2	Medium
4	The skill of linking the claim and data with justifications	3.24	0.74	3	Medium
	Overall	3.31	0.62		Medium

*The lowest degree (1) and the highest degree (5)

It is shown in Table 4 that the level of the study respondents' estimates about the degree to which the Arabic language teachers take into account the persuasive writing skills in teaching expression from the point of view of the study participants on the overall received a moderate degree (M=3.31, SD=0.62). At the level of domains, the first domain (the skill of presenting foundations and data that support the claim) ranked first and came moderate (M=3.34, SD=0.70). The second domain (the skill of presenting evidence and justifications supporting the idea) occupied the second position and was moderate (M=3.33, SD=0.78). It was followed by (repeated) the third domain (the skill of evaluating and refuting the arguments and points of view of the other party) (M=3.33, SD=0.72) with a moderate level. Finally, the fourth domain (the skill of linking the claim and data with justifications) scored last (M=3.24, SD=0.74) with a moderate degree.

Results of the Second Research Question: *Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the degree to which Arabic language teachers consider persuasive writing skills in teaching expression from their viewpoint due to the variables of gender, academic qualification, and years of experience?*

In answering this question, the means and standard deviations of the participants' responses towards the consideration of the persuasive writing skills in teaching expression from Arabic language teachers' point of view according to the variables of genders, academic qualification, and experience. Table 5 illustrates the results.

Table 5. Means and Standard Deviations of the Study Respondents' Estimates to the Degree of Arabic Language Teachers' Practice of Persuasive Writing Skills in Teaching Expression according to Genders, Academic Qualification, and Experience

Variable	Group	Domain 1		Domain 2		Domain 3		Domain 4		Total	
		M	SD	M	SD	M	SD	M	SD	M	SD
Gender	F	3.07	0.72	3.08	0.78	3.02	0.70	2.93	0.73	3.02	0.63
	M	3.55	0.62	3.54	0.71	3.57	0.63	3.48	0.66	3.53	0.53
Academic qualification	Bachelor	3.20	0.71	3.21	0.79	3.16	0.72	3.09	0.74	3.15	0.62
	Graduate	3.55	0.65	3.52	0.72	3.58	0.63	3.46	0.70	3.53	0.56
Years of experience	Less than 5 years	3.06	0.71	3.02	0.79	3.06	0.70	2.93	0.71	3.01	0.61
	5-10 years	3.38	0.67	3.33	0.68	3.29	0.63	3.27	0.64	3.31	0.54
	More than 10 years	3.56	0.64	3.62	0.73	3.61	0.70	3.51	0.75	3.57	0.59

Table 5 shows apparent differences in the means and standard deviations of the study participants' responses to the consideration of Arabic language teachers for the persuasive writing skills in teaching expression due to the variables of gender, academic qualification, and years of experience. The significance of the differences between the means was calculated using analysis of variance as Table 6 shows.

Table 6. Analysis of Variance of the Study Participants' Responses to the Degree of Considering Persuasive Writing Skills in Teaching Expression from Arabic Language Teachers' Viewpoint due to the Variables of Gender, Academic Qualification, and Years of Experience

Source	Domain	Sum of squares	df	Mean squares	f	Sig.
Gender Hotelling's Trace V=.180 Sig.=.000	Domain 1	8.000	1	8.000	22.206	.000
	Domain 2	6.453	1	6.453	14.352	.000
	Domain 3	10.847	1	10.847	31.263	.000
	Domain 4	10.047	1	10.047	25.643	.000
	Total	8.318	1	8.318	35.372	.000
Academic qualification Hotelling's Trace V=.089 Sig.=.003	Domain 1	3.212	1	3.212	8.917	.003
	Domain 2	2.129	1	2.129	4.736	.031
	Domain 3	5.723	1	5.723	16.495	.000
	Domain 4	3.518	1	3.518	8.979	.003
	Total	3.880	1	3.880	16.501	.000
Years of experience Wilks' Lambda V=.911 Sig.=.027	Domain 1	3.357	2	1.678	4.659	.010
	Domain 2	5.511	2	2.755	6.128	.003
	Domain 3	3.999	2	1.999	5.763	.004
	Domain 4	4.437	2	2.219	5.663	.004
	Total	4.013	2	2.006	8.533	.000
Error	Domain 1	78.893	219	.360		
	Domain 2	98.460	219	.450		
	Domain 3	75.984	219	.347		
	Domain 4	85.808	219	.392		
	Total	51.496	219	.235		
Total	Domain 1	2636.720	226			
	Domain 2	2649.521	226			
	Domain 3	2624.807	226			
	Domain 4	2501.880	226			
	Total	2559.634	226			

As shown in Table 6 that there are statistically significant differences at the significance level (0.05) of the degree to which Arabic teachers take into account the persuasive writing skills in teaching expression from their point of view on the total score and all domains are attributed to the gender variable in favor of females, and the

educational qualification variable in favor of graduate studies. Also, the table shows that statistically significant differences at (0.05) for the degree to which Arabic language teachers take into account the persuasive writing skills in teaching expression from their point of view on all domains and the total degree attributed to the variable of years of experience.

In order to show the statistically significant differences, the Scheffe test for dimensional comparisons was used as Table 7 depicts.

Table 7. Dimensional Comparisons of the Statistically Significant Differences of Arabic Language Teachers' Consideration of the Persuasive Writing Skills in Teaching Expression from their Viewpoint on All Domains and the Total Degree attributed to the Variable of Years of Experience

Domain	Experience (I)	Experience (J)	Means differences	Sig.
Domain 1: The skill of presenting foundations and data that support the claim	Less than 5 years	5-10 years	.32*	.007
		More than 10 years	.50*	.000
	5-10 years	Less than 5 years	.32*	.007
		More than 10 years	.18	.184
Domain 2: The skill of presenting evidence and justifications supporting the idea	Less than 5 years	5-10 years	.31*	.023
		More than 10 years	.61*	.000
	5-10 years	Less than 5 years	.31*	.023
		More than 10 years	.30*	.029
Domain 3: The skill of assessing and refuting the arguments and points of view of the other party	Less than 5 years	5-10 years	.23	.068
		More than 10 years	.54*	.000
	5-10 years	Less than 5 years	.23	.068
		More than 10 years	.31*	.006
Domain 4: The skill of linking the claim and data with justifications	Less than 5 years	5-10 years	.34*	.007
		More than 10 years	.58*	.000
	5-10 years	Less than 5 years	.34*	.007
		More than 10 years	.24	.071
Overall	Less than 5 years	5-10 years	.30*	.001
		More than 10 years	.55*	.000
	5-10 years	Less than 5 years	.30*	.001
		More than 10 years	.25*	.008

Table 7 indicates that there are statistically significant differences at (0.05) to the degree to which Arabic teachers take into account persuasive writing skills in teaching expression from their point of view on all domains and the total degree attributed to the variable of years of experience and in favor of the group who had more than 10 years of experience.

Discussion and Conclusions

The First Research Question: The results showed that the consideration degree of the Arabic language teachers for the persuasive writing skills in teaching expression from their point of view was moderate. This finding may be attributed to the nature of persuasive writing, which requires the teacher to exert more efforts on training learners. This requires good and advanced preparation, and it may be at the expense of the class time and teacher's effort. Persuasive writing skills involve multiply interactive intellectual processes and require providing multiple reasons for the idea or point of view by citing facts, statistics, aphorisms, and other requirements that the teacher finds difficult to prepare. Therefore, the interest of Arabic language teachers in persuasive writing skills in teaching expression came moderately.

The first domain (the skill of providing foundations and data that support the claim) had the first place with a moderate degree. This finding may be due to the belief of Arabic language teachers in the importance of training learners on the importance of providing foundations and data that support the claim during written expression to be more convincing to the reader. Learners are, therefore, encouraged to provide evidence for the case presented in support of their reasons and points of view.

The second domain (the skill of presenting evidence and justifications supporting the dialectical idea) came in the second place with a moderate degree of consideration. Perhaps, the result is attributed to the awareness of Arabic language teachers of the importance of controversial ideas and issues in broadening the horizons and perceptions of learners. Directing learners to present evidence and justifications supporting the dialectical idea of expression is of great importance in light of the complex events the world is going through to find solutions to these issues and a useful way to deal with them. This is done by focusing on raising the learners' awareness of its consequences and enabling them to interact with these issues related to their daily lives. Therefore, Arabic language teachers are keen to help learners support their views and ideas with appropriate evidence. They also help them in self-organizing and defending their own ideas to be more persuasive to the reader.

The Second Research Question: The results showed that there were statistically significant differences in the degree to which Arabic language teachers took into account persuasive writing skills in teaching expression due to the gender variable in favor of females. This finding may be due to the nature of female Arabic language teachers who focus on and consider the skills of linking claims and data with justifications. They direct students towards presenting a set of implications for the claim and linking them to the justifications for the presented case and their keenness to review what has been written with care and focus.

In addition, females are interested in selecting vocabulary and words. Hence, the teachers are keen to choose the appropriate structures and sentences when presenting and linking the claim to the justifications and using the appropriate linking tools when making the claim and linking it to the justifications. They also advise their students to make the appropriate link between the sections of the persuasive written subject (introduction, content, and conclusion).

The results showed that there were statistically significant differences in the degree to which Arabic language teachers took into account the persuasive writing skills in teaching expression due to the academic qualification variable and in favor of graduate studies. This finding may be attributed to the fact that the Arabic language teachers of the postgraduate qualification category have sufficient knowledge of persuasive writing in expression and its role in refining students' personalities. Also, their knowledge was formed from the belief in the importance of this writing in teaching students how to support controversial issues and ideas with justifications and others.

The results also showed that there were statistically significant differences in the degree to which Arabic language teachers took into account persuasive writing skills in teaching expression due to the variable of years of experience and in favor of more than 10 years. Maybe, this finding is attributed to the teachers' deep view with more experience towards the importance of writing, specifically persuasive writing, and its role in developing and raising students' awareness towards controversial issues and situations related to their daily lives and political, social, and cultural trends. They realize that persuasive writing is a real opportunity for interaction between students and the reality of their contemporary lives. Furthermore, Arabic language teachers with more experience attended several training courses and programs. They gave them a set of knowledge and skills reflected in their ability to provide foundations and data to support the claim, present evidence and justifications to support the controversial idea, assess and refute the arguments and viewpoints of the other party, and link the claim and data with justifications in teaching the Arabic language, especially in teaching expression.

Recommendations

In the light of the findings of this study, a set of recommendations can be presented, which will hopefully be beneficial to enhancing the degree of Arabic language teachers' consideration of persuasive writing skills in teaching expression. The Ministry of Education should work on developing the practices of Arabic language teachers for persuasive writing skills in teaching expression by providing appropriate training programs, especially for teachers of male categories, who have a bachelor's degree and little experience in teaching. It is also necessary for the Education Administration in Najran Region to adopt a strategic plan to contribute to the development of persuasive writing skills in teaching expression among Arabic language teachers. In addition, there is a need to conduct further studies similar to this study in terms of selecting larger populations at the level of the Kingdom of Saudi Arabia to give a degree of cognitive diversity and clarification about the general Arabic language teachers' consideration of persuasive writing skills in teaching expression.

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