

Abstract

The reasons of linguistic weakness of university students in the Arabic language department according to the instructors in the regular universities in the west bank

West Bank

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This study aims at realizing the reasons of linguistic weakness of university students in the Arabic language department according to the instructors in the regular universities in the west bank in order to diagnose and analyze these reasons and to get rid of this phenomenon which restrains the efficiency of the Arabic language instructors who concentrate on the skills of Arabic language.

Also, the study aims at realizing the impact of gender, education, experience and the university on the linguistic weakness.

The study aims at answering the following questions:

- What are the reasons of linguistic weakness of university students in the Arabic language departments according to the instructors in the regular universities in the west bank?
- What is the impact of gender, education, experience and the university on the linguistic weakness?

The study includes the whole language instructors in the regular universities in the west bank, Al-Quds University, Birzeit University, Hebron University, Al-Najah University, Bethlehem University, The Arab American University and the Educational Sciences College of UNRWA. The number of those instructors in the academic year of 2005-2006 was 70.

Since the number of instructors is limited, the researcher decided to use the whole instructors in all universities; therefore they are considered a study group.

The researcher used a 60-item questionnaire that covers the reasons of linguistic weakness phenomenon among university students according to the instructors of universities.

The questionnaire included the four fields of study which are related to students, the atmosphere, the curricula and the method of planning the Arabic language courses. The questionnaire also, which was ensured to be valid, aims at measuring the level of linguistic weakness according to the instructors in the university. The steadiness was realized by Krumbach equation and the result was 96.5%. And the statistical data was analyzed using SPSS where the average, standard deviation and hypotheses were used to know the results.

The results, according to the gender- qualifications- experience and university, led to a conclusion that these factors don't affect the opinion of instructors.

As for the university variable, the Anova method was used and the result necessitated the rejection of all fields. And in order to know to which direction the differences go, Scheffe test was used. It was apparent that the differences were statistically indicative at the indication level of (0.0529) in the fields according to the university variable. This was the instructors' opinion among the Hebron university students, Al-Najah University students and Bethlehem university students where the differences were in the direction of the universities. For the other universities, the comparisons were not statistically indicative.

At the end of the research the researcher made some recommendations related to reconsidering the Arabic language curricula in schools and universities. Moreover, students in the Arabic language major, teachers in schools and instructors in universities should be carefully chosen. In

addition, Holy Koran, saying of the prophet Mohammad (p.b.u.h), literary texts should be read to strengthen the Arabic language skills.

The researcher also recommended that standard Arabic be used in everyday life. The Arabic language instructors on the other hand should have training courses regarding teaching methods. For the universities, they should have an effective role in promoting the importance of Arabic and to make students acquire suitable linguistic skills.

Eventually, the researcher recommended that more field studies be carried out to realize the reasons of linguistic weakness in all skills of Arabic and that proper methods be suggested to eliminate or reduce the linguistic weakness.