The Competence Level of Arabic Language Majors at Faculty of Education in Al-Aqsa University from Applications of Grammar Concepts

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Abstract: The study aimed at identifying the enabling level of Arabic majors at the Faculty of Education in Al-Aqsa University from applications of grammar concepts in light of gender variable. The study used the descriptive analytical methodology. The researcher also used a main tool which represented in a test of applications of grammar concepts that was implemented on a sample consisted of (70) male and female students. The sample was distributed into (40) females and (30) males. The researcher checked the validity and reliability of the study tool. Then, the researcher collected and analyzed the data throughout using statistical treatments. The findings of study showed a decrease in the enabling level of Arabic language majors at the Faculty of Education in Al-Aqsa University from the applications of grammar concepts where the average of the enabling level was (22.25) with a percentage of (45%) which was lower than the assumed averaged identified by the study (40) and with a percentage (80%). The study findings showed that there were no statistically significant difference in the enabling level of Arabic majors at the Faculty of Education in Al-Aqsa University of grammar concepts applications due to gender variable. In light of the study results, the researcher submitted many recommendations and suggestions.

Keywords: Competence Level of, Arabic Language Majors, Applications of Grammar Concepts

1. Introduction

Arabic language is considered the strong wall of the Arab nation. If it is targeted, it means that its awareness will be obliterated, its sources will be drained and its identity will be lost as it is the language of science, worship, civilization and culture. so, it is really important for its teachers to possess the cornerstone and defend the basin throughout planting it in the minds of learners and rooting it also in their hearts. Grammar is the spirit of language and its logic, and without it, the language is fading away and becoming a breeze in the wind. In light of it, speech is organised, the words are arranged, and the meanings are confirmed. Koshkash, [1] Similarly, Abu Jamous and Taqateq, [2] stated that grammar is the essence of language and heart-beating. It is also an indispensable corner in all branches. It is a means to stifle the tongue, control speech, and understand semantics and also assist the student at the correctness of writing as well as a means of oral and written evaluation.

Arabic grammar derives its importance as an essential pillar that has no substitute for understanding the language and consequently, understanding the Holy Quran. Therefore, it received a great deal of discussion and research to facilitate its learning and teaching by teachers and learners. Othman and Abdul Hayy, [3] Everyone agrees that rules are so important that they cannot be ignored. Learners' understanding of grammar helps them communicate effectively by organizing and making words and messages meaningful and enabling them to build sentences that are clear enough to understand. Mart, [4].

Bryan [5] asserts that teaching grammar by a highly competent teacher does not only improve students 'achievement, but also improve their behavior. Poor teaching and lukewarm understanding leads to confusion of teachers and learners in using language correctly. The researcher agrees with McKenzie, [6] that utilizing of compulsory grammar rules from the teacher, without his knowledge of the behavior rules and linguistic diversity that comes in

multiple contexts, increases the scope of the wrong application of the grammar concepts for the learner. Moreover, the consistency of the teacher's knowledge of grammar terms and concepts and utilizing them in sound contexts enhances reading and writing for the learner.

Cleary [7] finds that despite the significant development of strategies and methods of teaching grammar throughout educational history, achievement levels are similar, and the real gains achieved are the increase of learners' alienation from grammar. This imposes on a state the need in preparing teachers who have abilities in enhancing the learners' abilities of applying grammar through academic ability and a competence in teaching methods.

Grammar searches in origins of sentences and syntax. Its aim is to formulate sentences and pinpointing words, its functions and specifying the qualities that a word get in its place whether the rules are grammar or characteristics of grammar [8]. It also aims to help students learn the methods of language use. In order to achieve the objectives of educational rules, it is necessary to distinguish between abstract language issues and how to teach students use language and develop his knowledge of grammar by providing a realistic language environment suitable for applying [9].

Reviewing, educational literature, a number of studies related to the problem of study have been identified, which can be used and written chronologically. Al-Tamim (2017) conducted a study aimed at verifying the possession of students of the Department of Arabic Language at the Faculty of Arts and Sciences at Salman bin Abdul Aziz University for Arabic grammar skills. Moreover, Al-Makhlafi (2013) [10] stated a study aimed at identifying the level of competence of the students of the Arabic language department at the Faculty of Arts at Ibb University in terms of grammar skills. The study used the descriptive method. Furthermore, (Al-Jubouri and Al-Zwaini, 2012) [11] introduced a study aimed at identifying the level of students of Arabic language departments at the faculty of education (Safi al-Din Al-Hulai university) and faculty of arts (Babylon University) in grammar course. However, Al-OBaidi and Al-Muttawah (2012) [12] aimed at identifying the extent of the competence of freshers at department of Arabic language in Qatar university.

In the same vein, Al-Issawi (2011) [13] conducted a study aimed at identifying the extent to which the students of the Department of Arabic Language at the Faculty of Basic Education at Babel University. Moreover, Al-Hazaima (2009) [14] sought to identify the level of students at Arabic language department at the Al-Bayt University in Jordan in the skills of Arabic language and its relation to their attitudes towards it. Similarly, Al-Shomali (2007) [15] conducted a study aimed at identifying the level of achievement in grammar course for the students of the Arabic language departments in the Jordanian universities. Finally, Al Khalifa (2005) [16] aimed to reveal the weaknesses features of language skills for students at Department of Arabic Language at the Faculty of Education University of Khartoum.

2. Problem of Study

Grammar occupies a great state in the four language communication skills: listening, speaking, reading and writing. Understanding the meaning is determined by the extent of the speaker's commitment to the rules of the Arabic language.

In spite of the great interest in Arabic grammar at the department of Arabic language in Al-Aqsa University where five levels of grammar are offered over the four academic years, the state of grammar performance of students does not exceed the level of ambition and does not achieve the hope of studying grammar. The researcher touched it as he still working as head of the Department of Educational Supervision through interviewing a group of Arabic supervisors who follow and supervise the prospective students in the field and confirmed the spread of grammatical errors in the writings of students and their talk as well.

Therefore, this study shed light on the level of students' competence of the Arabic Department at the Faculty of Education in Al-Aqsa University from the applications grammatical concepts by answering the following questions:

1. What are the grammatical concepts included in the first four grammar courses that are scheduled for students of the Department of Arabic Language at Al-Aqsa University?
2. What is the competence level of the students of the Arabic language department at the Faculty of Education at Al-Aqsa University from the applications of grammatical concepts?
3. Is there a statistically significant difference in the competence level of Arabic language students at faculty of education in Al-Aqsa University from the applications of grammatical concepts due to the gender variable?

3. Hypotheses of Study

There is no statistically significant difference in the competence level of Arabic language students at the faculty of education in Al-Aqsa University from the applications of grammatical concepts due to the gender variable (male and female students).

4. Methodology of Study

To answer the questions of this study, the researcher used the descriptive approach which is based on describing the reality and interpreting it and also in order to measure the competence level of Arabic language students at the faculty of education in Al-Aqsa University from the applications of grammatical concepts.

5. The Population and Sample of Study

The population of study consisted of all students at the department of Arabic language in Al-Aqsa University who

completed the first four grammar levels and enrolled about (5) during the first semester of the academic year (2018/2019). They were (291) male and female students. The study sample was randomly selected consisted of (70) students distributed into (30) male students and (40) female students.

6. Instruments of Study

The researcher prepared the study tool by reference many studies to form the two instruments such: a list of grammatical concepts and the achievement test.

7. Statistical Methods Used

To verify the reliability of the tool, the Kuder Richardson coefficient (21) and Pearson correlation coefficient were used. To answer the second question, averages, standard deviations and T-test test were extracted for two independent samples.

8. Discussion of the Study Results

1. The results of the first study question: What are the basic grammatical concepts included in the grammar syllabus courses for the students of the Department of Arabic Language at Al-Aqsa University?

It has been answered in the preparation of the list of grammatical concepts. There are many grammatical concepts according to the sample's responses.

2. The results of the second study question: What is the competence level of the students of the Department of Arabic Language at the faculty of education in Al-Aqsa University from the applications of grammatical concepts?

To answer this question, the researcher calculated the averages, the standard deviation, means, and the value of T for one sample of the test scores as shown.

Table 1. Averages, standard deviation and T value for test degrees.

T value	Percentage weight	Standard Deviation	average	No. of sample	domain
-20.04	45%	7.4	22.25	70	The total score of the test

T able value for one sample at level (0.01) =1.98
T able value for one sample at level (0.05) = 2.56

Estimated mean: the mean of (80%) was calculated using the following equation (40/50 * 100 = 80%).

Table 1 shows that the average of "applications of grammatical concepts" reached (22.25) and the standard deviation was (7.4) with a percentage (45%) and when comparing the calculated "T" and "T" table. it shows that the level of applications of grammatical concepts is lower than the default.

3. Is there a statistically significant difference in the competence level of Arabic language students at the Faculty of Education in Al-Aqsa University from the applications of grammatical concepts due to the gender variable (male and female students)?

The following hypothesis stems from the previous question: There is a statistically significant difference in the competence level of Arabic language students at the Faculty of Education at Al-Aqsa University who can apply grammatical concepts due to the gender variable.

To answer this question, the researcher calculated the T test to identify the differences between the two groups as shown.

Table 2. Means, standard deviation and T value to identify differences according to gender variable.

Significance level	T value	Standard deviation	Mean	Frequency	Type	Scores
0.956	0.056	7.43	22.3	40	females	Scores of test
		7.5	22.2	30	Males	

T table value at freedom degree (68) s at level 0.01 = 1.98
T table value at freedom degrees (68) at level 0.05 = 2.5

Table 2 shows that T calculated value is less than T table value and that the value of the significance level is greater than (α = 0.05) where it is clear that there is no statistically significant difference in the competence level of Arabic language students at the faculty of education at Al-Aqsa University. (male and female students) The researcher attributed this result to the fact that the educational environment for both male and female students is one. The same faculty members are teaching students in the same way with very few differences. This deprives students of the practical application of grammar either in writing or speaking. Both male and female students study the same grammar courses in all the years of university study from the same book that is Ibn Hisham's book (tracks). The students of both genders suffer from the difficulty and unfamiliarity of grammatical evidence, and are subjected to the same theoretical examinations that require memorization, and apply the same rules of admission and registration in obtaining the student 65% to join the Department of Arabic Language.

9. Recommendations of Study

The Researcher Recommends the Following

1. The need for diversify the fountains of teaching Arabic grammar courses to ensure familiar grammatical evidence that is easy for students to understand and apply.

2. Utilizing Arabic language lecturers in the Department of Arabic Language at the University of Al-Aqsa for a variety of methods to ensure the practical application of students to the grammatical rules during the lesson.

3. The need for diversify of faculty members in grammar examinations to include theoretical and practical aspects.

4. Increasing the acceptance rate of new students to reduce the general weakness of the students belonging to the Department of Arabic Language at Al-Aqsa University.

5. The need to hold a level test in the basic grammar skills of students belonging to the Department of Arabic language to determine the extent to which they possess these skills.

6. The agreement of the members of the faculty of Arabic grammar on the basic grammatical concepts of each level of study, focusing on them, not exceeding or canceling them in any way.

7. The necessity of cooperation of all members of the faculty of Arabic language in various branches in the evaluation of students' tongues and correcting their grammatical errors.

8. Conducting similar studies at the University of Al-Aqsa regarding the level of acquisition of students of the Department of Arabic language for the skills of morphology and eloquence.

9. Conducting a similar study to identify the extent to which Arabic language teachers in general education schools have grammatical, morphological, and grammar skills.

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