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The level of linguistic literacy among students of the arabic language department

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Abstract

This study aimed to identify the level of linguistic literacy among the students of the college of basic education and its relation to the gender variable via the descriptive approach. The results showed the low level of linguistic literacy among students of the College of Basic Education and the existence of statistically significant difference in the gender variable for females. In conclusion, the rate of the general average of the gender variable in the Arabic Language Department materials indicated the superiority of females on males and this was confirmed by many studies, which concluded that females exceed males in reading.

Keywords: Level, linguistic, literacy, College, Education.

El nivel de alfabetización lingüística entre los estudiantes del departamento de lengua árabe

Resumen

Este estudio tuvo como objetivo identificar el nivel de alfabetización lingüística entre los estudiantes de la universidad de educación básica y su relación con la variable de género a través del enfoque descriptivo. Los resultados mostraron el bajo nivel de alfabetización lingüística entre los estudiantes de la Facultad de Educación Básica y la existencia de una diferencia estadísticamente

significativa en la variable de género para las mujeres. En conclusión, la tasa del promedio general de la variable de género en los materiales del Departamento de Lengua Árabe indicó la superioridad de las mujeres sobre los hombres y esto fue confirmado por muchos estudios, que concluyeron que las mujeres superan a los hombres en la lectura.

Palabras clave: Nivel, lingüística, alfabetización, universidad, educación.

1. INTRODUCTION

The Arabic language is suffering from a suffocating crisis that is increasing day after day. This crisis is characterized by a total weakness, which starts with the bad handwriting, the spelling mistakes and the ignorance of voice connotation for the movements, then, this weakness passes through the intensive weakness in Grammar and ends up with writing straight and understandable sentences. When someone hears the students' speech, he/she finds that the students fall in several serious mistakes, which let the minds impressed. He/ She will find that the weakness phenomenon in the Grammar of Arabic language is something cannot be denied or neglected, and we can feel this in the lowest hearing level.

The students' weakness in the branches of Arabic language is too broad to be described, and too large to be approach, and the pens will be confused about how to deal with. It is a suicide of the Arabic language today by its students' hands, and the greatness of this weakness is obvious when we page the papers of the general examinations for all stages of study. We find that the axioms of the

language such as are unknown to many students. Complaints have increased about the weakness of students at all levels of education, especially in the branches of the Arabic language and their inability to understand it, and making use of grammar in evaluating their conversations and writings; even a number of students ignore these grammars in the tests.

The weakness of students is almost general and comprehensive and not limited to a certain level of study without another, or a class without another. So, the graduate's educational results in the Arabic language are low, which reflect a deficit that embarrasses its owner too much, and there are many graduates of university suffer from this weakness, which means that the existing curricula and the adopted teaching methods in teaching and learning are not able to achieve the required objectives. This weakness does not appear at the study stages, but we find it in the universities. The depth of this problem increases when we find it in the College of Education and its students; whose specialization in the Arabic language, who supposed to graduate then teach the Arabic language, where they put the verbs in the accusative and nominative conditions as they want; besides that, they write as they want, too. So, how are they going to teach this curriculum material?

The researcher put the following questions to determine the research problem:

- What is the level of linguistic literacy among students of the Arabic Language Department/ College of Basic Education and its branches?

- Is there any statistical difference at the level of (0.05) in the gender variable in the level of the lingual literacy?

2. THEORETICAL BACKGROUND

The Literacy is the individual's knowledge about a certain scientific and applied skills, and the positive attitudes towards the nature of science and technology, and its impact on society and environment; it means the individual's ability to employ this much of knowledge in solving the problems he/she faces in his/ her daily life (AL-JUBOURI, 1995). It can be said that literacy is the individual's knowledge and lingual skills that can be used to solve his/ her problems. The concept of Literacy has many meanings, including linguistic and syntactic. The lexicon of the Arabic Language Complex referred to the Literacy from a linguistic perspective, which means that the awareness of people has increased and its educational gain has raised; and when we say it means that Allah guides him to the right and good.

The term enlightenment is used against the word literacy, which indicates the opposite of illiteracy AL-JUBOURI & IBTISAM (2011),

while the Literacy, from the educator's point of view means methods and ways used by an individual to express his understanding of the world and his roles in it. So, it is considered as a picture of the individual's life where the components of the language integrate to be used then by this individual besides the actions he does, and also it means the values he adopted, the beliefs he believes in, the knowledge he gained, the trends and the social hobbies he is distinguished from other human beings in general, and from other members of his culture in particular (KHALIL, 1990).

The difference between the Linguistic Literacy and the Scientific Literacy was identified by The American Association for the Advancement of Science, where they considered the Scientific Literacy as a set of aspects represented by the knowledge of the basic concepts of Science, Mathematics, Technology, and Scientific thinking. These methods enable the individual to use this knowledge at personal and social level. It also defines literacy as the knowledge of natural world, respect its unity, gaining some of basic knowledge about science, the ability to use scientific thinking and the use of scientific knowledge. Therefore, the cultivated individual understands the nature of scientific knowledge and uses concepts, principles, and laws accurately in his interaction with others and he uses these skills to solve his problems.

The linguistic literacy is to achieve the minimum knowledge and the required skills for the individual in the field of Arabic language so that he can deal with different fields of life easily and to achieve

more learning. So, it can be said that literacy is the individual's knowledge and the language skills that can be used to solve problems.

3. METHODOLOGY

The researcher adopted the descriptive approach because it is more suitable for educational and psychological researches and has been adopted by many former studies. The research sample consisted of (113 Masculine and Feminine students) and was distributed as (51 Masculine students) and (62 Feminine students) from the fourth stage/ The Basic Education College, who completed the study of the Arabic language branches (Literature, Prosody, Eloquence, Grammar, and Declension) and also studied the vocabulary of the curriculum, after the exclusion of (30) students for measuring the Psychometric characteristics and for the instructions clearance.

The research tool consisted of an achievement test that included (50 questions) were equally distributed on (10) questions for Grammar, (10) questions for the Declension, (10) questions for literature, (10) questions for Prosody and (10) questions for Eloquence: and there were (3) answers for each question, one is correct and two are wrong. The researcher mentioned the gender of the student within the questionnaire instructions that she prepared and the student should determine whether he/ she is a male or female.

The researcher prepared a questionnaire, then presented it to a number of arbitrators, specialists in the teaching methods of the Arabic language and educational and psychological sciences; and after verifying the validity and consistency of the questionnaire, the researcher chose 30 students to extract the psychometric characteristics of the research.

4. RESULTS

The researcher calculated the repetition rates, the arithmetical averages, the standard deviations, the percentages, and rank of the Arabic language branches which are being taught in the Basic Education College as shown in Table 1.

Table 1: A table shows the repetition rates, arithmetical averages, standard deviation, percentages and order of each branch of the Arabic language

S	Branch	Number of questions	Number of responses	arithmetical averages	standard deviation	percentages	Rank
1	Literature	10	466	4.12	2.21	%41.2	1
2	Prosody	10	558	4.93	2.13	%40.5	2
3	Eloquence	10	456	4.03	2.18	%40.4	3
4	Declension	10	400	3.54	2.78	%35.4	5

5	Grammar	10	444	4.92	2.68	%39.3	4
	General average	50	2324	4.308	2.396	%39.36	

Here, in table (1), It is clear that the general arithmetic average of the Arabic language materials was (4.308) with a standard deviation of (2.396) and a percentage of (%39.36). Also, it showed that literature came in the first rank where its arithmetic average reached (4.12) with a standard deviation of (2.21) and a percentage of (% 41.2), followed by Prosody material with an arithmetic average of (4.93) and a standard deviation of (2.13) and a percentage of (% 40.5), while the third rank went to Eloquence with an arithmetic average of (4.03) and a standard deviation of (2.18) and a percentage of (% 40.4). The Grammar came in fourth rank with an arithmetic average of (4.92), a standard deviation of (2.68) and a percentage of (% 39.3); The last rank was occupied by the Declension material with an arithmetic average of (4.92), a standard deviation of (2.78) and a percentage of (%.35.4).

5. DISCUSSION

The results showed that the students' literacy level in the Basic Education College is low mainly in Arabic language materials. This was confirmed by many studies conducted in Iraq and in the Arab

world, such as (ASLEEM, 2009), which showed the low literacy level among the 11th class students in GAZA, AND AL-DAHIRI'S STUDY (2017), which concluded the low linguistic literacy level among students of the preparatory stage in Baghdad. The researcher attributed the reasons of the students' low literacy level in the Basic Education College in Arabic language materials to the following:

1- There is lack of adequate interest in the Arabic language curriculums for the linguistic literacy. It was confirmed by the first scientific conference on The Arabic language and its teaching methods, which was held on 31/3/2002 in Qadissiyah Province, through the researches that have been presented at the conference about the Arabic language curriculum in The Teachers Preparation Institute. It also showed the deficiency of the textbooks and the poor distribution of its vocabulary, and the participants recommended a number of recommendations, the most important ones were to review the curriculums, as well as reviewing the examinations methods (AL-BAJJA, 1999).

2- The students lack the tendency to read because reading needs a skill, needs abilities and cognitive and physiological skills, which include the receiving of written stimuli then transmitting to certain centers in the brain, and then correct these stimuli and deal with them through silent or verbal reading.

3- Some other reasons relate to the school environment and the lack of preparing an appropriate atmosphere for learning, and

transfer the student from a stage to another without elaborating the Arabic language materials. This may be back to the teacher himself/ herself who achieve the education process and his/her inability to deliver the educational material well and other reasons that lead to a low linguistic literacy level of students.

In reference to the results we have obtained in our current research, the low linguistic literacy level among the students of Basic Education College can be explained as follows:

1- Regarding literature which came in the first rank with the highest percentage of (% 41.2), the researcher found that this percentage is low and did not achieve even the success degree of (50%). This teaching method is based on taking care of the history of literature, studying the social and political factors that influenced literature and oblige students towards the compulsory conservation of a certain group of poetic verses. The university depends on collection of books that were written by Shawqi Dhaif, titled The History of Arabic literature in teaching the Arabic literature, where the university teaches the pre-Islamic age in the first stage. Then The Islamic age in the second stage, after that Al-Abbasiand Latest ages at the third stage, then The Modern age in the fourth stage. This book studies the political and social history of the age rather than its artistic and literary values, although the curriculum mistakes in this book (AL-A'RAJI 2004).

2- The Prosody material got the second rank and got a percentage (% 40.5), which is considered low, and the researcher believes that the reason may be the few hours specified to teach this material, which leads to the low literacy level in this material, and what was confirmed by the study.

3 - The Eloquence material got the third rank and got a percentage of (% 40.4). It is a low percentage and the problem of teaching Eloquence is not a new one. There was a long debate in the 1940s about the teaching of Eloquence. A group of literary and writers accused the teaching method of Eloquence with inability and dereliction, because it failed to reach the learners to the intended purpose of its study. Another group defended the Eloquence material and its branches, and the reasons of failure did not back to the nature of Eloquence itself, but related to the way of presenting Eloquence on students, and to the used teaching methods (IBRAHIM, 1973).

4 – The Grammar material, which came at the fourth rank with a percentage of (%39.3), the researcher attributed the cause of the decline in this material, and the reluctance of the students of it to their inability to taste the grammatical material with their ideas, and this material breaks the students' minds which do not accept and intermix with, that the students memorize as much as they can to pass a stage of the study, and they need to meet their needs.

5. Regarding Declension which got the fifth rank with a percentage of % 35.4, the researcher attributed this to the similarity of grammar and its ramifications, which leads to the students' reluctance to this material which leads to the low literacy level. The researcher calculated the repetition rates, the arithmetical averages, the standard deviations, the percentages, and the T-Tests of the Arabic language materials which are being taught in the Basic Education College, and measuring its relation with the gender variable, as shown in Table 2.

Table 2: The table shows the Arabic language materials, gender, number, arithmetical averages, standard deviations, the calculated T-test value, and tabular T value for each branch of Arabic language

S	Arabic language branch	Gender	No.	arithmetical standard deviations	T test value	tabular T value	significance Level
1	Literature	Males	51	3.94 1	2.54 5	0.79 5	2.00 0
		Female s	62	4.27 4	2.26 2		
2	Prosody	Males	51	4.52 9	2.15 7	1.86 0	2.00 0
		Female s	62	5.27 4	2.73 8		
3	Eloquence	Males	51	3.92 2	2.31 3	0.50 1	2.00 0
		Female s	62	4.12 9	2.08 4		
4	Declension	Males	51	2.94 1	2.87 3	2.10 2	2.00 0
		Female s	62	4.03 2	2.63 6		

5	Grammar	Males	51	3.31 4	2.72 3	2.25 9	2.00 0	Non- Statistical indicator
		Female s	62	4.31 4	2.54 5			
Total degree	Males	51	3.72 9	1.82 6	2.17 1	2.00 0	Non-Statistical indicator	
	F emales	2	.429	.597				

Table 2 shows that the females' literacy level is more superiority than males in the general average, where the arithmetical average of males is (3.729) and the standard deviation is (1.826). While the female arithmetical average is (4.429) and the standard deviation is (1.597) and the calculated T-test value was (2.171), which is greater than the numerical value which was (2.000) at a significance level of (0.05). While the arithmetical averages and the standard deviations indicate that there are no indicators of statistical differences in, and there are indicators of statistical differences in (Declension and Grammar).

6. CONCLUSION

The rate of the general average of the gender variable in the Arabic Language Department materials indicated the superiority of females on males and this was confirmed by many studies, which

concluded that females exceed males in reading. The researcher attributed this to the females' desire for exceeding more than males, as well as their competition and seriousness in dealing with the tests provided for them, and that the female students are naturally more careful than male students in following up lessons, and keeping the school materials, as well as that the females spend most of their time at home which gives them more time for reading and studying.

In addition to the great competition among female students for exceeding, the male students spend most of their time outside the home, which negatively affects their study in general, along with the society nature and its characteristics that restrict the females' movement in comparison to the expansion of the males' movement. They motivate the females to compensate this through the plenty of reading, which positively reflects on them through increasing their time for reading in opposite to its negative effect on males.

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