ABSTRACT

- INTRODUCTION:

The Arabic language is the tongue of the Arab nation, the symbol of her national identity and the title of her personality. It is the source of unity in feelings, thought and understanding. It is the treasure of the nation's heritage and the protection of losing her identity and personality. It is the tool of communication between the present and the past. It is impossible for any one to grasp her human thought in the fields of poetry, prose, philosophy, history, science, wisdom, religious laws, etc unless he perfect the language.

The relationship between the Arabic language and the other disciplines is close. The former is the essential tool for the achievement of those sciences. The textbooks and references are written and published in Arabic. Through it, the lessons and topics are explained and discussed, the exercises and the questions are answered and the educational requirements and activities are carried out . All these are based on the basic skills for study such as collecting and identifying the data, writing the reports, summaries, notes, ... etc.

The teacher's success in doing all these depends on the language skills he masters. He has to have a good level of performance in order to be able to do his work perfectly and to be a model for his students. This issue was the main concern of the conferences and forums and the emphasis of the studies and researches.

- RESEARCH PROBLEM:

The problem of the present study was the low level of the non-specialist student teachers in the Arabic language performance skills.

This problem was hoped to be solved through answering the following sub-questions:

1- What are the linguistic performance skills in the Arabic language necessary for the non-specialist student teachers?

2- What is the reality of these skills among the non-specialist student teachers?

3- What is the effectiveness of a suggested program in developing these skills among the non-specialist student teachers?

- RESEARCH DELIMITATIONS:

The present study limited itself to the following:

1) A sample of students in the scientific and literary sections at Benha Faculty of Education in the following specializations: physics and chemistry, biology, history, philosophy and sociology. This was followed in the diagnostic part of the study.

2) Developing some linguistic performance skills indicated in the diagnostic part which revealed the students' low level in them.

- RESEARCH PROCEDURES:

1) Determining the linguistic performance skills necessary for the non-specialist student teachers in the Arabic language.

2) Preparing the tools required for the determination of the linguistic performance skills for those students. These tools are: an observation checklist and a written test.

3) Designing the suggested program and measuring its effectiveness.

- RESEARCH FINDINGS:

The present study reached findings, the following are some of them:

- First: The Diagnostic Part

1- The level in the oral and written linguistic performance skills was low among all the students in the different specializations. It was below 50%.

2- The level of the students in the philosophy and sociology section was low in all the linguistic performance skills when compared with other sections. It was below 50% in the oral and written performance and both. This supported the need for developing these skills in the experimentation.

3- Although the level of the oral and written performance in all the skills was very low, their level in the oral skills was lower than the written. This finding was considered in the design of the suggested program.

- Second: The Experimental Part:

4- The performance of the students in all the oral skills mentioned in the observation checklist has been improved. This finding was proven true because of the statistically significant mean differences at 0.001 between the pre-application and the post one for the latter. This indicated the effectiveness of the suggested program.

5- The performance of the students in all the written skills measured by the written test has been improved. This finding was proven true because of the statistically significant mean differences between the pre-application and the post one for the latter at 0.001. This also indicated the effectiveness of the suggested program.

6- The means of the students' performance in all the oral and written performance skills have also improved remarkably.

7- Although the effectiveness of the suggested program in developing all the skills has been indicated and proved, The general mean in all the skills was not relatively low. This indicated that the improvement was slight.

In the light of the previous presentation, the only main result reached was that the suggested program was effective in developing all the linguistic performance skills.

- RECOMMENDATIONS:

1) The list of linguistic performance in the Arabic language necessary for the non-specialist student teachers, identified by the present study, should be considered when designing Arabic language courses for those students.

2) The written test designed in the present study should be used to measure those students' written linguistic performance in the Arabic language before their graduation.

3) The observation checklist designed in the present study should be used to measure those students' oral linguistic performance in the Arabic language before their graduation.

4) The suggested program should be used as a course for developing the non-specialist student teachers' linguistic performance skills in the Arabic language in the four sections.

5) The Arabic language course should be an obligatory one and not a cultural one for the non-specialist students in the scientific and literary sections, other than Arabic language section.

6) The teaching hours of the Arabic language course for non-specialist students should be increased exactly like the English language and the computer courses.

7) The Arabic language course should be taught by two instructors, one form the faculty of arts and the second from the faculty of education, using the language laboratory.

8) A suitable climate should be provided for developing the linguistic performance skills though obligating the instructors to use right written and oral Arabic language.

9) Arabic language training courses in the Arabic language should be held for the non-specialist instructors to develop their basic language skills.

10)   Passing an exam in the Arabic language should be a criterion for the enrolment in the faculty of education. Consequently, their level will be high and they do their effort to do so.

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