

# Causes of Female Undergraduate Students' Low Achievement in Arabic Grammar and Rhetoric from the Perspective of Female Teachers and Female Students themselves at Najran University

Haifa Awwad Alhawamdeh<sup>1</sup>, Afaf Abd Elmunim Hussein<sup>2,\*</sup>

<sup>1</sup>Department of Curriculum and Instruction, College of Education, Najran University, K.S.A

<sup>2</sup>Department of Arabic Language, College of Arts and Sciences, Najran University, K.S.A

\*Corresponding author: aahussein@nu.edu.sa

The research is funded by the Deanship of the Scientific Research at Najran University  
(NU/SHED/14/068)

**Abstract** The present study aims to investigate the causes of low achievement of undergraduate female students at the University of Najran in the Arabic language grammar and rhetoric from the perspective of the teachers and female students themselves. The descriptive analytical approach used in this study, which applied to all first-grade female students majoring in Arabic language in the College of Arts and Sciences for Girls at the University of Najran. The sample consisted of (250) female students who are studying in the secondary stage in the city of Najran and (50) female teachers. Four questionnaires about the causes of low achievement in Arabic grammar and rhetoric distributed to the female students and teachers. The study indicated that there are particular causes that led to the low achievement of the students in Arabic grammar and rhetoric from the perspective of the female teachers and students. The study made some recommendations.

**Keywords:** *causes, Arabic grammar, rhetoric, low achievement, Najran University*

**Cite This Article:** Haifa Awwad Alhawamdeh, and Afaf Abd Elmunim Hussein, "Causes of Female Undergraduate Students' Low Achievement in Arabic Grammar and Rhetoric from the Perspective of Female Teachers and Female Students themselves at Najran University." *American Journal of Educational Research*, vol. 4, no. 5 (2016): 383-391. doi: 10.12691/education-4-5-4.

## 1. Introduction

Arabic is the language of the nation's heritage and civilization, and Arabic grammar is an essential skill that students must acquire. Language is regarded a skill to be acquired through listening and speaking, reading and writing. Hence, the Arabic Language preserves the heritage of the nation and it is the mirror that reflects this heritage; and by which various curricula are formulated. The Arabic language is known for different sciences; the most important is Arabic grammar, then literature, rhetoric and criticism, and writing, and so on. The Arabic grammar is considered as a means of assessing the tongue and the validity of expression in reading, writing and speaking. So teaching of Arabic grammar has become indispensable, because it is responsible for the development of students' abilities in controlling the syntax and sentence structure when performing various language skills. In addition, Arabic grammar enables students to know the role of verbal and moral factors in the word, and this helps students understand well and fast, and develop the ability to identify the articulation that is not correct [2].

Many studies, such as Taqatq [12], Atawi [7], Jad, and the study of Al-Juhani [4], resulted that there are many

difficulties facing the teaching of Arabic grammar with its different rules, these difficulties lies especially in the adopted teaching methods, poor presentation of delivering it, the low achievement of the students to realize its functions and objectives, the low achievement of the teachers in teaching its content, and the lack of the use of modern educational technology. All these factors have led students to decline to study this subject. As a result they have become low achievers in this subject.

There is a relationship between the various branches and skills of the Arabic language, and perhaps the rhetoric is the closest skill to grammar, which cannot be separated from it, thereby completing each other.

Arabic Rhetoric plays a key role in understanding the language and understanding its meaning, by which the meanings inherent in the human soul are structured in a beautiful way, it reveals the language depths, and develops the senses of taste and criticism, and enables students to choose between methods. Hence, the Arabic rhetoric is responsible for laying the foundations for the aesthetic taste of literature; it conveys the general laws that govern the linguistic communication [3].

Abdul-Muqiet [1] added other problems in the teaching of rhetoric, including education and preparation of the course design, random selection of topics, and deficiencies

in and lack of the use of modern technology, and evaluation focusing on the literal answer.

### 1.1. Statement of the Problem

The problem of the study lies in the obvious low achievement of the students in two subjects: Arabic grammar and Rhetoric. Therefore this study aims at investigating and identifying the causes of low achievement and to suggest ways for treatment, through answering the following questions:

1. What are the causes of 1<sup>st</sup>-grade female students' low achievement in Arabic grammar at the University of Najran from the perspective of female teachers?
2. What are the causes of 1st-grade female students' low achievement in Arabic grammar at the University of Najran from the perspective of female students themselves?
3. What are the causes of 1st-grade female students' low achievement in Rhetoric at the University of Najran from the perspective of female teachers?
4. What are the causes of 1st-grade female students' low achievement in Rhetoric at the University of Najran from the perspective of female students themselves?

### 1.2. Significance of the Study

1. Arabic grammar and Rhetoric are two important subjects for female students in the first grade of the university.
2. Providing Arabic language teachers with adequate information to help them identify the causes of low achievement of students in Arabic grammar and Rhetoric.
3. To inform the supervisors and developer of Arabic language curricula with the causes that makes it difficult to teach those two subjects.
4. The current study is a starting point for further studies on the Arabic language grammar and Rhetoric.

### 1.3. Review of Literature

Many studies focused on the difficulties of teaching Arabic grammar and Rhetoric; for example, not limited to, Azzam Ahmed [8] aimed to identify the obstacles of teaching and learning Arabic grammar at the secondary stage in schools of Irbid from the perspective of teachers and students. The sample consisted of (173) teachers and (334) students. A questionnaire used by the researcher in this study, which resulted that the most important obstacles in the instruction of Arabic grammar are the belief among many students in the difficulty of Arabic grammar, lack of memorizing the grammatical rules and information, the prevalence of the vernacular, inability of teachers to address the low achievement, low motivation in teaching methods.

The study of Hadi [9] identified the problems of teaching Arabic grammar at primary stage from the perspective of teachers and supervisors. The sample consisted of (204) male and female teachers, and (4) educational supervisors. The author used the questionnaire as a tool for the study. The results showed that the most important problems are related to poor relation between the vocabularies of the different skills of the Arabic language, the small number of specialized teachers, the students' dislike of Arabic grammar, lack of oral tests, and lack of training courses.

Zaubai [13] aimed to find out the low achievement of the Arabic language students in the Colleges of Education, University of Baghdad. The sample consisted of (126) male and female students, and (11) Arabic grammar faculty. The study concluded that most of the faculty members had not seen the goals of teaching the subject of Arabic grammar, and the low achievement of their ability to form an intellectual framework, lack of student participation in the classroom, exams do not measure the language potentiality of students, and the low facilities and equipment in colleges to apply modern teaching methods.

Mahmoud, M. and Jabeen, F. [11] investigated the nature of students and teachers' response to the teaching methods of grammar, and learning difficulties in the English language. The sample consisted of (50) male and female teachers, chosen from some of the public schools in Faisalabad in Pakistan. The results showed the importance of training and qualifying teachers. There is a lack of effectiveness in the method of teaching English as a foreign language in general, and rules of grammar in particular. The results also showed that the teachers are inefficient in the presentation of information, and the students' weakness in the grammatical rules.

Casas [8] tries to analyze one of the fundamental concepts that underlie Kaplan's theory: his idea of "linearity". Rather surprisingly, despite its importance, it is a construct that usually goes undefined in the literature. Different parameters of rhetorical organization will be considered in this paper in order to clarify the essence of linearity. We shall check then Kaplan's contention that English is a "linear" language whereas Spanish, a member of the Romance family, is characterized by a broken or non-linear structure. We shall also verify if there exist differences between English and Spanish in the discursive organization of an expository text. Finally, we shall discuss which parameters appear to be more coincidental and more divergent within the rhetorical organization of each language. Thirty four subjects were used as informants, seventeen fourth-year Spanish students of English and seventeen English students who were spending the year at Murcia University. The Spanish group was randomly selected from the sixty eight who regularly attend classes to match the seventeen Erasmus students who comprised the British group. None of them knew the purpose of the writing assignments nor had they taken part in any prior activity directly related to the aim of the experiment. Finally, all papers had a maximum length of eight hundred words.

Al-Mashani [5] aimed to know the problems facing learning of rhetoric and the causes of these problems, the study sample consisted of (820) students from secondary scientific and humanities third grade, and (70) teachers of Arabic language teachers. The most important results of the study lie in the low achievement students and poor skills of literary rhetoric, lack of rhetorical examples, and the scarcity of the use of teaching aids, and the low application of extra-curricular activities, and the low achievement of students in applying of what they have learned from Rhetoric.

The study of Al-Qadi [6] aimed to identify learning difficulties of Rhetoric at the secondary stage. The sample consisted of (120) students and (104) teachers. The results showed low achievement of students in the subject of

Rhetoric. The results also showed that three of the domains of measurement tool that was distributed to teachers, (the teacher, the objectives and assessment) came within a high level of difficulty, while the other three domains (content, student, and method) within the average level of difficulty.

## 2. Methodology

The descriptive and analytical approach used in this study based on the collection of data and then classifying, organizing and analyzing these data to identify the causes of poor students in grammar and rhetoric from the perspective of teachers and students themselves.

### Limits of the study

The study restricted to secondary stage female teachers in secondary schools of Najran, female students who are learning in the first grade of Najran University, and a set of schools from Najran City, KSA, for the academic year 2015/2016.

### Sample

The sample consisted of all female students of Arabic language (250) who are studying in the first year at the University of Najran, College of Arts and Sciences for Girls, as well as a sample of female teachers (50) who teach Arabic at high schools in the city of Njeran.

### Tools

The authors prepared four questionnaires: the first one addresses female teachers to identify the causes of the low achievement in the Arabic grammar. The second one addresses the female students to identify the causes of the low achievement in the Arabic grammar. The third one addresses female teachers to identify the causes of the low achievement in Rhetoric, and the last questionnaire addresses female students to identify the causes of the low achievement in Rhetoric.

### Validity

To verify the validity of the questionnaires, they are reviewed by a committee of experts in curriculum and teaching methods, and some supervisors and teachers. The evaluators made appropriate modifications.

### Reliability

The way f test and retest adopted to verify reliability, the questionnaires have been distributed to prospective sample outside the study sample, where the number of female teachers is (10), the number of female students is (30) of the students who have finished high school, and haven't yet joined the university. The retest conducted after two weeks. Pearson's correlation coefficient was (0.78) for female teachers and (0.82) for female students. This shows that the two reliability coefficients are appropriate for the purposes of the present study.

Five-likert scale was conducted and points were indicated as follows:

$$5 - 1 \div 5 = 0.80$$

1. (5:4.21) Very high
2. (3.41:4.20) High
3. (2.61:3.40) Medium
4. (1.81:2.60) Low
5. (1:1.80) Very low

### Variables

The study variables were limited to determine the causes of students' low achievement in the Arabic

language grammar and Rhetoric from the perspective of teachers and students' perspectives.

### Statistical analysis

The authors used Pearson correlation coefficient to verify the reliability of study tool. Means and standard deviations computed to show the results of the study.

## 3. Results

First, the results of the first question: What are the causes of 1<sup>st</sup>-grade female students' low achievement in Arabic grammar at the University of Najran from the perspective of female teachers?

Table 1 shows that there are (10) paragraphs got (very high) that means there are (10) causes, which represent very great difficulty that led to the low achievement of the students in Arabic grammar from the perspective of the female teachers in all domains. There are (20) paragraphs got (high), and (9) paragraphs got (medium), and (10) paragraphs got (low), and one paragraph got (very low).

As for means, the paragraph: "Most female students are low achievers in Arabic grammar" in the domain of the student, got the highest mean (4.92) with standard deviation (0.93). The paragraph: "No consideration for individual differences." from the domain of teaching methods, got the lowest mean (1.75), with a standard deviation (0.19).

Secondly, the results of the second question: What are the causes of 1st-grade female students' low achievement in Arabic grammar at the University of Najran from the perspective of female students themselves?

Table 2 indicates that there are (9) causes that represent very great difficulty in grammatical rules from the perspective of the female students. (28) Paragraphs got (high), and (11) paragraphs got (medium), and two paragraphs got (low).

As for means, the paragraph: "Boring teaching methods adopted." from the domain of teaching methods, got the highest mean (4.97), with a standard deviation (0.89), while the paragraph: "The teacher doesn't realize the importance of Arabic grammar." from the domain of teacher, got the lowest mean (2.02), and a standard deviation of (0.28).

Thirdly, the results of the third question: What are the causes of 1st-grade female students' low achievement in Rhetoric at the University of Najran from the perspective of female teachers?

Table 3 reveals that there are (8) paragraphs got (very high) for all domains, and (22) paragraphs got (high), and (8) paragraphs got (medium), and (4) paragraphs got (low), and one paragraph got (very low)

As for the means, the paragraph: "Lack of literary memorizations such as holy Quran, poetry and proverbs" got the highest mean (4.81), and a standard deviation of (0.77), from the domain of the student. The lowest mean (1.75) is for the paragraph: "The teachers cancel part of the syllabus on the ground that it isn't significant", with a standard deviation of (0.49) from the domain of the Rhetoric book.

Fourthly, the results relating to the fourth question: What are the causes of 1st-grade female students' low achievement in Rhetoric at the University of Najran from the perspective of female students themselves?

Table 4 indicates that there are (7) paragraphs got (very high), and there are (24) paragraphs got (high), and (7) paragraphs got (low).

As for the means, the paragraph: “Most of the evaluation methods focus on the memorization and understanding, but they do not measure the literary

appreciation”, got the highest mean (4.79), and standard deviation (0.81), while the paragraph: “The teachers cancel part of the syllabus on the ground that it isn’t significant”, in the domain of the book, got the lowest mean (1.89), and standard deviation of (0.26).

**Table 1. shows means and standard deviations for female teachers’ views about the causes of low achievement in Arabic grammar**

S.	Paragraph	Mean	Standard Deviation	Assessment Level
		First Domain		Female Teacher
1	Not at home with Arabic grammar	4.53	0.72	Very high
2	Inadequacy of exercises in Arabic grammar books.	3.14	0.44	High
3	Not interested in identifying the objectives of teaching Arabic grammar.	3.13	0.45	High
4	Some are not qualified to teach Arabic grammar.	3.27	0.46	Medium
5	Some are not briefed on the modern teaching methods in Arabic grammar.	3.10	0.41	Medium
6	The teacher doesn’t realize the importance of Arabic grammar.	2.15	0.32	Low
7	Teaching of Arabic grammar is not applicable.	4.11	0.69	High
8	The teacher always speak in the vernacular not in standard Arabic grammar.	4.02	0.72	High
		Second domain		Teaching methods
1	Boring teaching methods adopted.	3.09	0.48	Medium
2	No participation from female students’ part in analyzing the grammatical sentence.	4.14	0.97	High
3	Female teachers do not link Arabic grammar rules with other Arabic language fields.	4.45	0.77	Very high
4	Discouraging teaching methods adopted.	3.04	0.28	Medium
5	No consideration for individual differences.	1.75	0.19	Very low
6	No variety of methodology in accordance with the grammatical topic.	3.27	0.47	Medium
7	Lack of grammatical applications in teaching methods adopted.	3.42	0.39	High
		Third domain		Teaching aids
1	Teaching aids adopted do not achieve the objectives of teaching Arabic grammar.	4.51	0.58	Very high
2	Female teachers do not regard the teaching aids in teaching Arabic grammar.	4.77	0.61	Very high
3	Teaching aids adopted do not cover all facets of Arabic grammar.	4.48	0.54	Very high
4	Lack of motivation in teaching aids adopted.	4.07	0.92	High
5	Most of female teachers are not efficient in using teaching aids.	4.03	0.86	High
6	Teaching aids adopted do not motivate students for interaction and participation.	4.11	0.72	High
7	Some teaching aids present incorrect information about Arabic grammar.	4.18	0.81	High
		Fourth domain		Arabic grammar book
1	Arabic grammar books handle grammatical rules in an abstract way not practically.	2.57	0.48	Low
2	No correlations between grammatical topics and other topics in the other books of Arabic language.	2.01	0.39	Low
3	Level of Grammatical topics is higher than students’ level.	3.42	0.74	High
4	Arabic grammar book doesn’t reinforce skills of innovative thought.	4.49	0.72	Very high
5	Arabic grammar books handle inflection and syntax in uneasy way.	4.46	0.71	Very high
6	Variety of grammatical concepts in the one topic.	4.75	0.65	Very high
7	Boring exercises in Arab grammar books	3.40	0.74	High
8	Arabic grammar course is not interesting.	2.01	0.49	Low
9	Grammar exercises do not address the everyday life of students.	3.42	0.75	Very high
10	The scarcity of using figures, graphics, and pictures in Arabic grammar books.	4.55	0.59	Very high
11	Teachers cancel a great deal of topics and exercises.	2.58	0.37	Low
		Fifth domain		Student
1	Most female students are low achievers in Arabic grammar.	4.92	0.93	Very high
2	Female students take no account of the importance of Arabic grammar in mastering other fields of Arabic language.	4.29	0.69	Very high
3	Low interaction between female teachers and students	2.01	0.28	Low
4	The vernacular badly affects mastering the grammatical rule.	4.13	0.65	High
5	Grammatical rules are passively considered by most of female students.	3.50	0.71	High
6	Low marks assigned for Arabic grammar make female students less interested.	4.80	0.75	Very high
7	Most female students affected by mass media language that is full of many grammatical errors.	3.99	0.79	High
8	Inability of students to distinguish between syntax and conjugation.	4.00	0.80	High
		Sixth domain		Evaluation
1	Questions formulated ambiguously as Arabic grammar is not easy.	1.75	0.63	Low
2	Grammatical questions were not formulated gradually from easiness to difficulty.	2.70	0.31	Medium
3	Most grammatical exams are written ones that do not assess the oral language among female students.	3.99	0.74	High
4	No independent marks for the Arabic language subject.	3.78	0.70	High
5	Marks obtained subjectively	1.51	0.59	Very low
6	No modern strategies adopted to assess the grammatical subject.	4.18	0.38	High
7	Grammatical questions do not consider the individual differences between students.	4.25	0.39	Very high
8	Grammatical questions are incomprehensive.	2.88	0.41	Medium
9	Most teachers focus only on inflection in Arabic grammar exams.	3.69	0.72	High
10	Inadequate time to answer Arabic grammar exams.	3.70	0.72	High

**Table 2. shows the means, standard deviations, and the degree of assessment of the views of female students about the causes of low achievement in the subject of Arabic grammar**

S.	Paragraph	Mean	Standard Deviation	Assessment level
	Domain of teacher			
1	Not at home with Arabic grammar.	4.11	0.65	High
2	Inadequacy of exercises in Arabic grammar books.	3.19	0.42	Medium
3	Not interested in identifying the objectives of teaching Arabic grammar.	3.01	0.39	Medium
4	Some are not qualified to teach Arabic grammar.	3.00	0.39	Medium
5	Some are not briefed on the modern teaching methods in Arabic grammar.	3.49	0.45	High
6	The teacher doesn't realize the importance of Arabic grammar.	2.02	0.28	Low
7	Teaching of Arabic grammar is not applicable.	3.76	0.48	High
8	The teacher always speak in the vernacular not in standard Arabic grammar.	3.14	0.42	Medium
	The domain of teaching methods			
1	Boring teaching methods adopted.	4.97	0.89	Very high
2	No participation from female students' part in analyzing the grammatical sentence.	4.00	0.65	High
3	Female teachers do not link Arabic grammar rules with other Arabic language fields.	4.50	0.71	Very high
4	No consideration for individual differences.	3.74	0.47	High
5	The teacher doesn't master the preference of teaching method adopted.	2.77	0.38	Medium
6	Lack of grammatical applications in teaching methods adopted.	3.45	0.42	High
	The domain of teaching aids			
1	Teaching aids for Arabic grammar.	4.00	0.64	High
2	Teaching aids adopted do not achieve the objectives of teaching Arabic grammar.	3.19	0.43	Medium
3	Female teachers do not regard the teaching aids in teaching Arabic grammar.	3.41	0.41	High
4	Teaching aids adopted do not cover all facets of Arabic grammar.	4.22	0.67	Very high
5	Lack of motivation in teaching aids adopted.	3.98	0.50	High
6	Most of female teachers are not efficient in using teaching aids.	3.49	0.44	High
7	Teaching aids adopted do not motivate students for interaction and participation.	4.03	0.49	High
8	Some teaching aids present incorrect information about Arabic grammar.	3.38	0.42	Medium
	The domain of Arabic grammar book			
1	Arabic grammar books handle grammatical rules in an abstract way not practically.	4.11	0.51	High
2	No correlations between grammatical topics and other topics in the other books of Arabic language.	3.38	0.43	Medium
3	Level of Grammatical topics is higher than students' level.	3.32	0.44	Medium
4	Arabic grammar book doesn't reinforce skills of innovative thought.	4.65	0.58	Very high
5	Arabic grammar books handle inflection and syntax in uneasy way.	4.16	0.51	High
6	Variety of grammatical concepts in the one topic.	4.01	0.49	High
7	Boring exercises in Arab grammar books	3.46	0.29	High
8	Arabic grammar course is not interesting.	2.02	0.52	Low
9	Grammar exercises do not address the everyday life of students.	4.18	0.53	High
10	The scarcity of using figures, graphics, and pictures in Arabic grammar books.	4.25		Very high
11	Teachers cancel a great deal of topics and exercises.	2.77	0.38	High
	The domain of the student			
1	Most female students are low achievers in Arabic grammar.	4.29	0.54	Very high
2	No desire to learn Arabic grammar	4.21	0.53	Very high
3	Female students take no account of the importance of Arabic grammar in mastering other fields of Arabic language.	3.98	0.51	High
4	Low interaction between female teachers and students	3.65	0.48	High
5	The vernacular badly affects mastering the grammatical rule.	3.44	0.00	High
6	Grammatical rules are passively considered by most of female students.	4.00	0.49	High
7	Low marks assigned for Arabic grammar make female students less interested.	4.01	0.49	High
8	Most female students affected by mass media language that is full of many grammatical errors.	3.66	0.50	High
9	Inability of students to distinguish between syntax and conjugation.	4.25	0.53	Very high
	The domain of evaluation			
1	Questions formulated ambiguously as Arabic grammar is not easy.	4.49	0.55	Very high
2	Grammatical questions were not formulated gradually from easiness to difficulty.	3.76	0.60	High
3	Most grammatical exams are written ones that do not assess the oral language among female students.	4.05	0.49	High
4	No independent marks for the Arabic language subject.	2.67	0.36	Medium
5	Marks obtained subjectively	3.95	0.63	High
6	No modern strategies adopted to assess the grammatical subject.	4.00	0.48	High
7	Grammatical questions do not consider the individual differences between students.	4.09	0.49	High
8	Grammatical questions are incomprehensive.	2.69	0.36	Medium
9	Most teachers focus only on inflection in Arabic grammar exams.	4.18	0.51	High
10	Inadequate time to answer Arabic grammar exams.	3.56	0.57	High

**Table 3. shows the means, standard deviations, and the level of assessment for female teachers' views about the causes of low achievement in Rhetoric**

S.	Paragraphs	Mean	Standard Deviation	Assessment level
		First		
		The domain of teacher		
1	Female teachers are poor in Rhetoric.	4.25	0.66	Very high
2	Teachers have no mastery for quoting simplified rhetorical exercises.	3.15	0.74	Medium
3	Teachers do not motivate students.	3.42	0.77	High
4	Teachers are not at home with the objectives of teaching the rhetoric.	3.99	0.81	High
5	The weak literary aspect negatively affects the subject of Rhetoric.	4.11	0.64	High
6	The activities performed by the teacher do not improve the rhetorical skills.	4.13	0.63	High
7	The teacher is unable to integrate between Rhetoric and literary and grammatical subject.	4.02	0.59	High
8	Some teachers are unable to critically and rhetorically analyze the literary text.	3.42	0.70	High
		Secondly		
		Teaching methods		
1	Traditional teaching methods with no motivation.	4.45	0.64	Very high
2	Lack of rhetorical exercises.	3.99	0.62	High
3	Rhetoric is taught in the form of rhetorical rules and not on the basis of artistic image.	4.00	0.63	High
4	Rhetorical exercises delivered by teachers are not motivating.	2.89	0.41	Medium
5	The method used in the teaching of rhetoric distracts students	2.90	0.41	Medium
6	No variety for rhetoric teaching methods.	3.43	0.65	High
		Thirdly		
		Teaching aids		
1	The lack of use of teaching aids on teaching rhetoric on the ground that they do not need them.	4.02	0.63	High
2	It's difficult to prepare and use a suitable teaching aid for each rhetoric topic.	4.03	0.63	High
3	No access for the latest teaching aids.	2.58	0.40	Low
4	The teacher is not interested in the classroom and extra-curricular activities related to teaching of Rhetoric.	2.14	0.33	Low
5	Lack of interesting teaching aids that enable students understand the rhetoric topic.	3.45	0.71	High
		Fourthly		
		The book		
1	Rhetoric does not take into account the link between the book and the various units and elements of each unit.	3.49	0.74	High
2	The Rhetoric book is unable to keep up with the requirements of the current times and the convenience of the language.	4.00	0.80	High
3	The blanking of content based on memorizing.	4.25	0.89	Very high
4	The rhetoric course is full of the various rhetoric sciences.	2.63	0.35	Medium
5	Lack of integration between the literary topics that prepare a rhetoric material.	4.01	0.80	High
6	The book doesn't consider the objectives of teaching Rhetoric.	4.15	0.81	High
7	The book does not take into account the sequence in the presentation of the rhetorical images.	3.00	0.69	Medium
8	The teachers cancel part of the syllabus on the ground that it isn't significant.	1.75	0.49	Very low
		Fifthly		
		The student		
1	The rhetoric topics do not satisfy the requirements, tendencies, and attitudes of female students.	4.05	0.64	High
2	Most students feel that the exercises are not fruitful.	4.24	0.65	Very high
3	The lack of participation of female students in classroom activities on the basis of their low achievement in Rhetoric.	4.45	0.67	Very high
4	Female students are not encouraged from others, especially parents, to be interested in rhetoric similar to other subjects.	4.01	0.63	Very high
5	The teacher takes no account of the students' views on their classroom participation under the pretext that they are low achievers in Rhetoric.	3.01	0.69	Medium
6	The female students are unable to distinguish between rhetorical concepts in various arts.	4.34	0.66	Very high
7	Lack of literary memorizations such as holy Quran, poetry and proverbs.	4.81	0.77	Very high
8	Most students are ignorant of the significance of Rhetoric in developing the skills of artistic images.	4.69	0.70	Very high
9	Few marks allocated to Rhetoric do not encourage students to pay attention to Rhetoric.	3.62	0.61	High
		Sixthly		
		Evaluation		
1	Rhetoric questions do not measure the students' skills	2.70	0.67	Medium
2	Most of the evaluation methods focus on the memorization and understanding, but they do not measure the literary appreciation.	4.13	0.65	High
3	Evaluation depends on measuring the student's memorization more than application.	3.42	0.59	High
4	Focusing on one type of evaluation and neglecting other types, particularly structural evaluation.	3.98	0.61	High
5	Evaluation methods do not achieve the balance between skills, knowledge and attitudes.	2.65	0.51	Medium
6	The means adopted to evaluate Rhetoric do not develop the subject of rhetoric.	3.99	0.61	High

**Table 4. shows the means, standard deviations, and the level of assessment of the views of female students about their low achievement in Rhetoric on all domains**

S.	Paragraphs	Mean	St. D	Assessment level
		First		
		The domain of teacher		
1	Female teachers are poor in Rhetoric as they didn't learn it well at the university.	3.44	0.41	High
2	Teachers have no mastery for quoting simplified rhetorical exercises.	3.00	0.38	Medium
3	Teachers do not motivate students.	4.01	0.64	High
4	Teachers are not at home with the objectives of teaching the rhetoric.	2.58	0.36	Low
5	The weak literary aspect negatively affects the subject of Rhetoric.	2.61	0.37	Medium
6	The teacher is unable to integrate between Rhetoric and literary and grammatical subject.	3.99	0.63	High
7	Some teachers are unable to critically and rhetorically analyze the literary text.	3.98	0.63	High
8	The activities performed by the teacher do not improve the rhetorical skills.	4.49	0.66	Very high
		Second		
		The domain of teaching methods		
1	Traditional teaching methods with no motivation.	4.35	0.67	Very high
2	Lack of rhetorical exercises.	4.43	0.66	High
3	Rhetoric is taught in the form of rhetorical rules and not on the basis of artistic image.	4.43	0.70	Very high
4	Rhetorical exercises delivered by teachers are not motivating.	4.06	0.65	High
5	The method used in the teaching of rhetoric distracts students	4.16	0.67	High
6	No variety for rhetoric teaching methods.	4.55	0.71	Very high
		Third		
		The domain of teaching aids		
1	The lack of use of teaching aids on teaching rhetoric on the ground that they do not need them.	3.97	0.64	High
2	It's difficult to prepare and use a suitable teaching aid for each rhetoric topic.	4.19	0.68	High
3	No access for the latest teaching aids.	4.48	0.69	Very high
4	The teacher is not interested in the classroom and extra-curricular activities related to teaching of Rhetoric.	4.03	0.65	High
5	Lack of interesting teaching aids that enable students understand the rhetoric topic.	3.51	0.59	High
		Fourth		
		The domain of the book		
1	Rhetoric does not take into account the link between the book and the various units and elements of each unit.	2.69	0.37	Medium
2	The Rhetoric book is unable to keep up with the requirements of the current times and the convenience of the language.	4.17	0.68	High
3	The blanking of content based on memorizing.	3.66	0.61	High
4	The rhetoric course is full of the various rhetoric sciences.	2.99	0.48	Medium
5	Lack of integration between the literary topics that prepare a rhetoric material.	4.13	0.67	High
6	The book lacking application and focusing on theoretical side.	3.56	0.60	High
7	The book doesn't consider the objectives of teaching Rhetoric.	2.76	0.36	Medium
8	The book does not take into account the sequence in the presentation of the rhetorical images.	2.18	0.66	Low
9	The teachers cancel part of the syllabus on the ground that it isn't significant.	1.89	0.46	Low
		Fifth		
		The domain of the student		
1	The rhetoric topics do not satisfy the requirements, tendencies, and attitudes of female students.	3.88	0.60	High
2	Most students feel that the exercises are not fruitful.	3.90	0.61	High
3	The lack of participation of female students in classroom activities on the basis of their low achievement in Rhetoric.	3.17	0.42	Medium
4	Female students are not encouraged from others, especially parents, to be interested in rhetoric similar to other subjects.	4.18	0.66	High
5	The teacher takes no account of the students' views on their classroom participation under the pretext that they are low achievers in Rhetoric.	4.37	0.69	Very high
6	The female students are unable to distinguish between rhetorical concepts in various arts.	3.42	0.42	High
7	Lack of literary memorizations such as holy Quran, poetry and proverbs.	4.01	0.65	High
8	Most students are ignorant of the significance of Rhetoric in developing the skills of artistic images.	3.21	0.43	Medium
9	Few marks allocated to Rhetoric do not encourage students to pay attention to Rhetoric.	3.89	0.61	High
		Sixth		
		The domain of evaluation		
1	Most of the evaluation methods focus on the memorization and understanding, but they do not measure the literary appreciation.	4.79	0.81	Very high
2	Evaluation depends on measuring the student's memorization more than application.	4.05	0.64	High
3	Focusing on one type of evaluation and neglecting other types, particularly structural evaluation.	4.06	0.64	High
4	The means adopted to evaluate Rhetoric do not develop the subject of rhetoric.	3.49	0.58	High

## 4. Discussion

*1. Discussing the results of the first question:* the results showed that there are (10) causes representing very great difficulties that make Arabic grammar very difficult for undergraduate students at the University of Najran. The first of these causes is that there is general low achievement among female students in Arabic grammar. The other difficulties in the views of female teachers for the causes of low achievement in the grammatical rules lie in the teachers' unwilling to specialize in Arabic grammar, which reflected negatively on students. Teachers do not have the ability to link Arabic grammar with the other branches of the language for the low integration in the curriculum of the Arabic language, where the female teachers study the branches of the Arabic language as if independent fields from each other.

There are other reasons related to the educational means and technologies, which do not achieve the objectives of Arabic grammar and may be due either to the scarcity of the means or the ignorance of most of the teachers of the preparation and use of these means, or that Arabic grammar does not need much of these means. Consequently, it has become difficult to apply Arabic grammar in everyday life.

*2. Discussing the results of the second question:* The results of the second question have shown that there are (9) causes that made the Arabic grammar very difficult. These difficulties lie in that the teaching methods adopted by the teachers of the Arabic language are conventional and unattractive. This means that the students have found that the difficulty lies in the ways that do not attract their attention. Another cause is that the Arabic grammatical rules have no link with other fields of the Arabic language.

One cause for the difficulty is that teaching aids do not cover all the dimensions of the grammatical rule – confirmed by the teachers as well. The students also confirmed that the grammatical rules in their current form do not develop their creative thinking skills. Most of the questions in Arabic grammar exams are difficult and incomprehensible. This suggests that the questions are still traditional.

*3. Discussing the results of the third question:* The results showed that there are multiple causes behind Rhetoric low achievement from the perspective of the female teachers. The teachers complain of their weakness in rhetoric because they did not study it well in universities.

One cause for the low achievement of rhetoric among female students from the viewpoint of the teachers is that the students felt that the illustrations in the book characterized by lack of information, and that means the necessity of selecting examples from Arabic poetry and literature that are full of examples of rhetorical images. The parents also do not encourage their daughters to pay attention to rhetoric.

The students have no ability to distinguish between the rhetorical concepts in its various arts. One of the causes behind the difficulty of Rhetoric is the scarcity of female students' memorization in holy Quran, poetry, and proverbs.

Another cause for the low achievement in Rhetoric is that most of the students are ignorant of the importance of rhetoric in the development of literary skills, where the rhetoric is closely linked to the literature of poetry, prose of art and stories, drama, articles and other literary branches.

*4. Discussing the results of the fourth question:* The results showed that there are a variety of causes that have made Rhetoric very difficult from the perspective of the students. Lack of teacher's ability to develop activities that encourage improving rhetorical skills. Most teachers do not deliver rhetoric examples in an interesting way, may be because the Arabic language teacher is no longer well-qualified, or they do not keep pace with the latest teaching methods and strategies.

There are other causes representing difficulty in rhetoric from the perspective of the students – the rhetoric taught in terms of rules, but not on the basis of rhetorical artistic images. This is due to the low analytical capacity of literary texts of the teachers.

## 5. Conclusion

The present study concluded that there was general low achievement among female students in Arabic grammar. The causes of low achievement in the grammatical rules lie in the teachers' unwilling to specialize in Arabic grammar, which reflected negatively on students. Teachers do not have the ability to link Arabic grammar with the other branches of the language for the low integration in the curriculum of the Arabic language, where the female teachers study the branches of the Arabic language as if independent fields from each other. There are other reasons related to the educational means and technologies, which do not achieve the objectives of Arabic grammar and may be due either to the scarcity of the means or the ignorance of most of the teachers of the preparation and use of these means, or that Arabic grammar does not need much of these means. Consequently, it has become difficult to apply Arabic grammar in everyday life. The teaching methods adopted by the teachers of the Arabic language are conventional and unattractive. This means that the students have found that the difficulty lies in the ways that do not attract their attention. Another cause is that the Arabic grammatical rules have no link with other fields of the Arabic language. One cause for the difficulty is that teaching aids do not cover all the dimensions of the grammatical rule – confirmed by the teachers as well. The students also confirmed that the grammatical rules in their current form do not develop their creative thinking skills. The teachers complain of their weakness in rhetoric because they did not study it well in universities. The parents also do not encourage their daughters to pay attention to rhetoric. One of the causes behind the difficulty of Rhetoric is the scarcity of female students' memorization in holy Quran, poetry, and proverbs.

## Recommendations

In light of the search results, the authors made the following recommendations:



1. Well selection of students willing to study Arabic language in colleges of education, which are responsible for qualifying these teachers.
  2. Holding training courses for Arabic language teachers on how to prepare and use modern teaching aids.
  3. Reconsidering the authoring of Arabic grammar books and rhetoric provided focusing on how to learn Arabic language with its various arts.
  4. Increasing the marks allocated to Arabic grammar and Rhetoric exams to compel students pay attention to them.
  5. Teaching of Rhetoric for the students specializing in Arabic language in universities for four years similar to the subject of Arabic grammar.
  6. Increasing the awareness of the parents to urge their students to pay attention to the lessons of Arabic grammar and Rhetoric.
  7. Studying the Arabic language should be integrated between its branches, especially the integration of literature and grammar, rhetoric and criticism.
  8. The Arabic language teachers should access to the latest methods and strategies in the teaching of the Arabic language.
  9. The students should be involved in grammar and rhetorical analysis.
  10. Reconsidering the evaluation methods for the two subjects of Arabic grammar and Rhetoric, to be based on the function and application of the two subjects.
- [2] Abu Al-Nasr, Hamza (1991). The relationship of using the grammatical rules with correct reading comprehension and written expression among students of the College of Education, unpublished Master Thesis, College of Education, Mansoura University.
  - [3] Al-Hashimi, Abdul Rahman & Al-Azzawi, Faizah (2005). Teaching of Arabic Rhetoric: An Empirical Theory of computerized vision, Amman: *Dar Al-Maysarah publishing, distribution and printing*.
  - [4] Al-Juhani, Nayef (2007). The impact of masterful learning strategy on Arabic grammar achievement among the Saudi students in teachers' colleges, unpublished PhD thesis, Amman University, Amman, Jordan.
  - [5] Al-Mashani, Mohammed (2010). Rhetoric learning problems at the secondary stage in the Sultanate of Oman: diagnosis and treatment proposals, unpublished Master Thesis, Sultan Qaboos University, Sultanate of Oman.
  - [6] Al-Qadi, H. (2004). A proposed program for the treatment of Arabic Rhetoric learning disabilities among the students of the first grade secondary schools in Jordan, unpublished Master Thesis, Amman University, Amman, Jordan.
  - [7] Atawi, Rafiq (2002). Problems of Teaching Arabic grammar. Conference on Facilitating of Arabic Grammar Education, Arabic Language Academy, Damascus.
  - [8] Azzam Ahmed (1999). Obstacles of teaching and learning Arabic grammar in secondary schools in the schools of Irbid, from the perspective of teachers and students. Unpublished Master thesis, Yarmouk, Irbid, Jordan University.
  - Casas, Monroy. (2008). Linearity in Language: Rhetorical-Discursive Preferences in English and Spanish in the Light of KAPLAN'S MODEL. *International Journal of English Studies*, vol.8, no. 2, 2008. Retrieved from <http://revistas.um.es/ijes/article/view/49221>.
  - [9] Hadi, Arif (2004). Problems of learning Arabic grammar at primary stages from the perspective of teachers and supervisors, unpublished Master Thesis, University of Babylon, College of Basic Education, Baghdad.
  - [10] Hamid, Abdul Salam (2005). Ibn Khaldun's views in grammar, language teaching and the comments on them. Conference of "Arabic language among syntax of sentence and syntax of text", College of Dar Al Uloom, Qatar University, available on: <http://www.odabasham.net/show.php?sid=31463m>
  - [11] Mahmood, M and Jabeen, F (2011) United Grammar Teaching in Pakistan Teacher & Learners Perspective. Retrieved from: [http://www.esp-world.info/Articles\\_32/DOC/Jabeen.pdf\(28th\)May, 2012](http://www.esp-world.info/Articles_32/DOC/Jabeen.pdf(28th)May, 2012).
  - [12] Taqatq, Mohamed (2000). Grammatical knowledge levels among tenth grade primary students, unpublished Master Thesis, Yarmouk University, Irbid, Jordan.
  - [13] Zaubai, R. (2003). The low achievement of the Arabic language students in Arabic inflection- causes and treatment, College of Education in Baghdad, Unpublished MA Thesis, University of Baghdad, College of Education for Girls, Baghdad.

## Fund

The research is funded by the Deanship of the Scientific Research at Najran University

## References

- [1] Abdul-Muqiet (2011). Learning of Rhetoric in the Interpretation of Hadith section in the Public Islamic University in Jamber (problems and solutions). Master thesis, College of Post-Graduate Studies.