

Effectiveness of A proposed strategy Based on the Rhetorical Analysis in Teaching Quranic Texts for developing some Skills of Linguistic Sense of the University Students, Arabic major, College of Education

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Abstract:

The current study has been conducted to measure the effectiveness of using a proposed strategy in teaching Qur'anic texts based on the rhetorical analysis approach in developing some skills of linguistic sense for 3rd year students majoring in Arabic. To achieve this goal, the researcher has used the quasi-experimental design with two control and experimental groups (for pre- and post testing). Each group consisted of (35) male and female students. A test of the skills of linguistic sense and the proposed strategy have been judged and verified by specialized jury. The results of the study have revealed that there are statistically significant differences between the means of scores of students of the experimental and control groups in the post-test favoring the experimental group. The results also have confirmed the effectiveness of the proposed strategy. A number of recommendations and suggested studies for further research have been submitted.

Key Words: *Proposed Strategy - Quranic Texts - Rhetorical Analysis Approach – Linguistic sense Skills – Student Teachers*

Introduction

The Arabic language manifests a great deal of a phenomenal and powerful rhetoric that is strongly related to and stemmed from the Qura'nic Texts. Arabic is a textual language in addition, as the meanings and interpretations of a word multiply based on its varying contexts. Therefore, it is very natural that scholars have turned a great deal of attention to the study of the holy Qur'an looking for and exploring its inimitable and miraculous aspects so as to get an access to its rhetorical properties and implicit meanings.

The Qura'nic text towers as much as it can by being open to different readings and accepting partial approximations and various interpretations. N'ema Heider states that the holy Qura'n is of a tremendous effect on Arabic as it has added its new intellectual trends to the vocabulary stock of Arabic and has made the word to hold a number of meanings at the syntactic and semantic levels. The word and sentence structures have gained very innovative uses and styles. He concludes by emphasizing that Arabic has been given God's Providence (Ne'ma, 2012,p. 160).

Abu Hamada(2006,p.23) and others claim that teaching Quran'ic texts helps students in general and university students in particular to develop their cognitive and linguistic skills, to gain fluency and develop their linguistic and aesthetic taste. Students may become able to understand the miraculous and rhetorical aspects of the Qura'n and in this case they can express about what they get accurately, fluently and figuratively. Students will be also able to understand the verses of the holy Qura'n contemplate and easily memorize these verses. Students will extract the values, secrets and wisdoms behind each verse; their scope of imagination, perception and contemplation will be widened thereupon.

The objectives that have been stated so far seem very logical as university students (the prospective teachers thereafter) are in dire need of developing their linguistic sense so as to understand the accuracy and beauty of expressions, and structures with impressive meanings. They need to be well-qualified to reach accurate use of the language. Developing their linguistic sense is the most crucial part in student preparation. This linguistic sense aptly enables the prospective teachers to be proficient and competent towards the simplification of the language making it smooth, appreciative and accurate, therefore helping his/her students to gain correct language skills at both spoken and written aspects cut to appropriate use of word senses(Jab Allah, 2007, pp. 7-33).

Charles(2008, p.439) views that linguistic sense is strongly connected to the ability of the learner to decode the text at the morphological, syntactic and semantic levels and distinguish the differences existing in the structures within the context having

surface and underlying meanings. The linguistic sense, he adds, will help the learner to absorb and understand the different language levels and to decode words that have more connotative meanings besides its denotative meaning. The learner will be able to understand the various meanings of each word based on its context and its dictionary meanings as well (Lie, Lu and et.al. 2006, p.11).

Musto, C. and others. (2011, p. 251) emphasize that developing linguistic sense of the student helps him to get over the problem of meaning diversity in words, understand what is meant by the problem of equivalence and identify the meanings in each language text and the linguistic ties surfacing in each context.

It can be indomitably stated that student's linguistic sense can be intensified and made clear via the inference from, and guidance by the Qura'nic vocabulary when following its inimitable context in which the words and their meanings are accurately used. The selection of their structures, their significations, their equivalents and their shared meanings with the highest degree of accuracy and brevity can be easily noticed in any Quran'ic text as it is uniquely distinguished by using the most appropriate standard word in its appropriate context (Badr, 2015, p. 258).

With regard to the concept of linguistic sense, a number of studies have been conducted (Awny, 2008), (Abdel Baset, 2014), (Abu Khalil and Badr, 2015). All these studies have confirmed that there are some certain skills and criteria that can govern and give a key indication about the linguistic sense of the students. These skills can help measure and identify the levels and dimensions of this linguistic sense. Among these skills is the ability of the student to understand the meanings laden in words, the ability to be aware of the different equivalents of a word, to know the various functions of a word in different contexts, to appreciate the aesthetic meaning for the word in its context, to use the appropriate word in its appropriate context, to clearly recognize how the word is significant in relation to meaning, to distinguish and perceive the fine.

Differences existing among the words treated as synonyms, to highlight the meaning value of inversions, to infer all implicit meanings of speech, to apply all dictation and grammar rules in writing, etc. These skills elicit and clearly manifest the linguistic sense of the student at the phonetic, morphological, lexical and syntactic levels. Al-Azzawy (2000, p, 8) claims that students will lack the linguistic sense if they do not observe accuracy in speech or writing; if they do not use appropriate synonyms, if they are confused in dealing with word meanings, and if they lack the ability to understand implicit meanings of language vocabulary.

A number of related studies have revealed some degree of weakness in the linguistic sense of the students and in their appreciation and perception of word meanings.

Studies have also shown some weakness especially in taking care of the rhetorical and semantic aspects of the language (Al-Azzawy, 2000, Ukasha, 2006, Jab Allah, 2007, Awny, 2008, Badr, 2015, Hany, 2016, etc.). These studies have made it clear that students lack some of the skills of linguistic sense as a result of paying little or no attention to the functional aspects of the language with more attention paid to its theoretical aspects. Courses and syllabuses, they claim, have contents that are poor in focusing on language functions and their applications; thus producing a negative impact on developing the linguistic sense and the vocabulary background of the students.

The rhetorical analysis is therefore adopted and appropriately used in the current study to focus on the skills that develop and promote the linguistic sense of the students. It is an approach that greatly helps in text analysis and text appreciation. It is a key approach that discloses the contents of the text and the secrets behind. With the help of rhetorical analysis, students can go deeper, in a first phase, into the structure of the text then gradually begin to get incentives for a greater appreciation of its phonetic, syntactic and semantic properties.

A'shur, Al-Hawamda (2009, p.327) and Ash-Sheikh (2011, p. 23) state that the study of rhetoric on a logical and intellectual basis benefits students a lot in forming a common sense for, and developing a taste to the Arabic language. It helps motivate the students to develop a literary talent, disclose the aesthetic

aspects of literature for them, explore its depths and show how the beautiful art has a captivating impact on the self. The study of rhetoric plainly reveals the secrets of the miraculous Qura'n; that is why it is

Strongly recommended to connect the study of rhetoric to the holy Qura'n. Oakley (2010, p. 8) adds that rhetorical techniques and styles, if aptly used, will be effective

In helping students understand the texts treated in either curricular or extra-curricular activities thus contributing to the development of their linguistic sense.

In conclusion, the current study has been conducted to deal with the weaknesses that students have in their linguistic sense due to little exposure to the rhetorical use of Arabic. This conclusion is supported by a number of previously conducted studies in the field. The conclusions reached by the pilot study administered by the researcher also support this point. That is why the current study has been conducted to design a proposed strategy to teach the Qura'nic texts based on a rhetorical analysis approach to develop students' skills of linguistic sense.

Sample of the Study

The sample of the study consisted of 70 undergraduate 3rd year Arabic major students, College of Education, Minia University, Egypt. They were divided into two groups: Experimental and control.

Instruments and Materials

To answer the questions and achieve the study objectives, the researcher has designed some instruments and materials classified as follows:

A- Measurement Tools:

These tools include

1. 1- a checklist of the skills of linguistic sense required of the students,
2. 2- a test of the linguistic sense to check if the students have perfected these skills,

B- Experimental Treatment Material

This material comprises the strategy that is based on the rhetorical analysis approach. This strategy is based on 1- Students' worksheets, 2- the Teacher's Guide

Experimentation

The experiment of the study has been put into effect once the researcher finished the tools and materials required. The main goal of the experiment was to know how the proposed strategy could be effective in developing the skills of linguistic sense for the 3rd year university students majoring in Arabic. The experimentation has been carried out in the light of the following steps:

1. The application of the experiment has been carried out by getting the consent of the administration office;
2. The subjects of the study sample have been selected randomly from the 3rd year undergraduate students, Arabic major. The students have been divided into two groups: One control and one experimental.
3. Both the control and experimental groups took the test of the linguistic sense in its pre-test version at the beginning of the first term of the year 2019/2020.

An SPSS statistical treatment has been adopted in the study to check the homogeneity and equality of the two groups. Findings have revealed and proved that there are no statistically significant differences between the control and experimental groups as shown in the following table:

*Table (1) t-Test Results Comparing the Means of Two Independent Groups of the Pre-Test
(N= 70, Freedom Degree= 68)*

Variable	Groups	Mean	Standard Deviation.	t-value	Level of Significance
Linguistic Sense	Control	15.71	4.21	1.101	0.275
	Experimental	16.74	3.44		

1. The proposed strategy has been taught using the rhetorical analysis approach as has been scheduled;

2. Both the control and the experimental groups took the post test of linguistic sense at the end of the experiment to test the efficacy of the strategy;
3. Scores of the two groups in the post test have been listed in tables and then they were statistically treated so as to reach some conclusions about the strategy proposed, submit some recommendations and suggest some further related studies for future research.

Conclusions and Interpretations

The hypothesis in the study states that: "There are no statistically significant differences between means of scores of both the control and the experimental groups in the post test of the linguistic sense." To prove the validity of the hypothesis, a t-test has been used to measure the level of significance between the means of scores of both groups in the post test of linguistic sense. The hypothesis is rejected as statistical analysis reveals that there are statistically significant differences in the post test of linguistic sense favoring the experimental group. The following table affirms the findings reached:

Table (2) Means and Standard Deviations of the t-Value in the Post Test of Linguistic Sense of both Control and Experimental Groups

		<i>N= 35</i>	<i>Freedom Degree= 68</i>		<i>Total Score= 46</i>		
variable	Dimensions	Group	Mean	Standard deviation	t-value	Type of significance	Size of effect (Eta square)
Linguistic sense	Phonetic	experimental	7.3143	.75815	**13.281	significant	0.721
		Control	4.1143	1.20712			
	Morphological	experimental	6.8571	.87927	**12.162	significant	0.685
		Control	3.5714	1.33473			
	Syntactic	experimental	10.3429	1.39205	**7.508	significant	0.453
		Control	7.1429	2.10242			
	Lexical	experimental	17.7714	2.08758	**13.144	significant	0.717
		Control	9.4857	3.09051			
	Total	experimental	42.2857	3.78520	**15.068	significant	0.769
		Control	24.3143	5.95459			

Significant at (0.01 level)

2- Effectiveness of the Proposed Strategy

To check the skills of the linguistic sense, the efficacy of the proposed strategy based on the approach of rhetorical analysis has been estimated by calculating the significant differences of the means of scores of the pre-and post tests for the experimental group students. By using Eta Squared Formula, the study concludes that its value is around (0.453-0.769).

In this case the square root of Eta μ^2 , indicating the size of effect, is very high and strong. This means that the effect of the strategy proposed to develop the skills of linguistic sense is of a good magnitude and thus the strategy is very effective in developing the skills required. This answers the major question of the current study which says: "What is the impact of a proposed strategy based on rhetorical analysis in teaching Qura'nic texts on developing the skills of linguistic sense of the 3rd year university students, Arabic major?"

Interpretation of Results

The statistical analysis reveals that there are statistically significant differences at (0.01 level) between the means of scores of both the control and the experimental groups in the post test favoring the experimental group. This means that the skills of

linguistic sense of the students have been greatly developed and improved. This development, the study claims, is due to the following reasons:

- The proposed strategy has definite goals; this definition has made it easy for the students to understand what is required of them; they were greatly responsive.
- The contents of the Qura'nic texts have been cut to those 3rd year students, and made appropriate to their orientations and inclinations; the jury have approved of them; logical and psychological measures have also been attended to in them so as to take care of the individual differences among students.
- Linguistic activities varied from one session to the other to cope with the skills of the linguistic sense. The way they have been designed and practiced was carried out on a scientific basis. This has contributed a lot to the improvement in

student performance especially in understanding and analyzing the Qura'nic texts. Examples of such practice activities are: (Explore and get acquainted; express in your own words; think it over and extract; listen, read and recite; explain, discuss and give a reason; think and share; expand and be creative; etc.)

- Teaching methods and styles adopted in the study have emphasized oral interaction and accurate use of the language by the students by following its correct rules and skills.

This has helped students to share their ideas and express them freely without any restrictions.

- Teaching procedures also varied and were made clear and graded to cope with the nature of the students; that motivated the students a lot in understanding the skills of linguistic sense during the sessions using the rhetorical analysis approach.
- Sources of teaching and learning diversified to include educational media, cards, posters, power point, web, technological mediums such as the colored Qura'n, web quest, Facebook, What's App., Messenger to teach Qura'n etc. Using these sources helped, to a great extent, the students to understand the Qura'nic texts and analyze them rhetorically.
- Evaluation techniques and curricular assignments changed from one session into the other, from feedbacks to discussions via social media sites by dividing students into groups on the Facebook and What's App., so as to make sure that the goals of a session have been achieved before meeting the students in the next session.
- The researcher always adopted a motivating strategy in teaching and discussion to ensure students' participation; the researcher also took a great care in reinforcing

Correct answers and modify wrong ones. That motivating strategy reflected positively on students' reactions towards the development of the skills of their linguistic sense.

The above-mentioned results and deductions have been confirmed by the results of the previously conducted studies in

the field. Al-Azzawi (2000), Ukasha (2006), Jab Allah (2007), Awany (2008), Abdel Baset (2014), Hany (2006), At-Twejri (2017) etc. All have proved and confirmed the effectiveness of strategies and programs proposed to develop the skills of linguistic sense.

Recommendations

A number of recommendations have been offered in the light of the results reached. These recommendations can be briefly stated as follows:

- The strategy adopted in the current study may be used to teach Arabic texts in general using the same efficient techniques and styles.
- Contents, activities, and procedures used in the present study could be utilized in the preparation and teaching the prescribed syllabus of the recitation and interpretation of the Qura'nic texts for Arabic major students.
- It better to develop the syllabus of teacher preparation in the light of the recent trends in education according to the rhetorical analysis approach proposed in the study.
- Rhetorical analysis could be blended in an integrative way with the courses of teaching Arabic in its different aspects and fields.
- It is strongly recommended; it could be required, to blend the Qura'nic texts with all branches of Arabic (literature, rhetoric, syntax, morphology, etc.,) and its teaching skills (listening, speaking, reading and writing) via an integrative approach in order to reach full achievement of language functions.
- Standardized tests used in the study may be adopted in the evaluation process so as to reach some background knowledge about the level of students' linguistic performance.
- It could be equally important to conduct more studies in the field of teaching Qura'nic texts especially at university and other stages of learning via the rhetorical analysis approach.

Suggested Studies for Future Research

The following studies are suggested for future research:

- A proposed program based on rhetorical analysis approach for developing skills of syntax, morphology and contemplative thinking of the 3rd year university students majoring in Arabic.
- The impact of a proposed strategy in teaching literary texts based on rhetorical analysis approach on developing text analysis skills and creative writing of the 3rd year university students, Arabic major
- The effectiveness of a proposed strategy based on rhetorical analysis approach on developing the skills of analytical and critical reading of the 4th year university students

at College of Education, Minia University

- The effectiveness of a proposed strategy based on rhetorical analysis approach on developing rhetorical concepts and literary orientations of the college of education students, Arabic major

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