

บทความวิจัย*Students' Attitudes toward their Arabic Language Use at Islamic Private Secondary Schools in Yala Province, Southern Thailand**Mohamed Ibrahim Dahab****Abstract**

Self-evaluation plays a key role in fostering learning in second language (L2). When students self-evaluate their performance positively, they will be encouraged to set higher goals and achievement. Based on Chomsky and Wilkins, learning of a L2 involves 'language use' through speaking and writing skills (productive skills). Students in private Islamic secondary schools in Yala province, study Arabic language as a core subject. However, at the end of secondary school education, most of the students cannot use Arabic for communication. The main purpose of this paper is: to identify the most effective factors that motivate the students towards their Arabic use. Questionnaire was utilized to collect the data from 304 sampled Form III–Upper students, in 5 schools, using 5–points Likert–type scale (attitude–scale). SPSS, ANOVA, Mean, frequencies (f), and percentages (%) was employed to analyze the data. The study found that; (1) 3 factors considered highly effective for motivating Arabic use, (2) 5 factors found of Moderate effects, and (3) 8 found of Low effect. The overall performance is “Low”, or “Poor”.

Keywords: Arabic language, Islamic Private Secondary Schools, Southern Thailand

* Ph.D. in Education (Curriculum & Instruction); M. Ed (teaching Arabic as second language – TASL); Dip. Ed. (teaching Arabic as second language–TASL); Lecturer, Department of Arabic Language, Faculty of Liberal Arts and Social Sciences, Yala Islamic U. (YIU).

บทคัดย่อ

การประเมินตนเองนั้น มีบทบาทสำคัญอย่างยิ่งในการเรียนภาษาที่สอง (L2) ภาษาต่างประเทศ ในเมื่อมีการประเมินการปฏิบัติการที่ดีของนักเรียน พวกเขาจะได้รับจุดประสงค์ที่สูงทรง Chomsky (ชามสกี) และ Wilkins (วิลกินส์) เห็นว่า: แท้จริงการเรียนรู้ภาษาที่สอง (L2) นั้น ได้บรรจุในการใช้ภาษาอาหรับโดยผ่านกระบวนการทักษะคือการพูด และการเขียนทักษะการผลิต (productive skills) แท้จริงนักเรียนในโรงเรียนเอกชนสอนศาสนาอิสลาม ในจังหวัดยะลา พวกเขาได้เรียนรู้ภาษาอาหรับเป็นวิชาแกน หรือ วิชาบังคับ ในเมื่อพวกเขาได้เรียนรู้อย่างแท้จริง ในระดับมัธยมในชั้นสูง แต่พวกเขากลับไม่สามารถติดต่อในการใช้ความสัมพันธ์ที่แท้จริงในภาษาอาหรับ เนื่องจากพวกเขาอ่อนแอจริงในการใช้ภาษา แท้จริงจุดประสงค์ของสารวิชาการนี้คือ ข้อจำกัดของกระบวนการเพื่อส่งเสริมให้นักเรียนใช้ภาษาอาหรับ เครื่องมือที่ใช้ในการวิจัยในครั้งนี้คือ แบบสอบถาม (Questionnaire) ในการเก็บรวบรวมข้อมูลต่างๆ จากกลุ่มตัวอย่าง (Sample) นักเรียน 304 คน ของชั้นปีที่ 3 ชานาวิ (ชั้นสูง) จาก 5 โรงเรียน 5-points Likert-type scale (attitude-scale) ส่วนการวิเคราะห์ข้อมูล ผู้วิจัยใช้โปรแกรม SPSS วิเคราะห์ค่า ANOVA ค่าจัดลำดับ Mean ค่าเฉลี่ย frequencies (f) ค่าความถี่ปกติ และ percentages (%) ค่าร้อยละ

ผลการวิจัยพบว่าเป็น 1st มี 3 สาเหตุที่เข้มแข็ง (High effect) เพื่อส่งเสริมนักเรียนในการใช้ภาษาอาหรับ 2nd มี 5 สาเหตุที่ปานกลาง (Moderate effect) และ 3rd มี 8 สาเหตุที่ต่ำ (Low effect) แท้จริงโดยภาพรวมจะเห็นได้ว่านักเรียนอ่อนแอในการใช้ภาษาอาหรับ (Low) or (Poor)

คำสำคัญ: การใช้ภาษาอาหรับ, โรงเรียนเอกชนสอนศาสนาอิสลาม, จังหวัดชายแดนภาคใต้

Introduction and Statement of the Problem

Quality of any language is measured based on how good it has been used. There is a difference between language usage and language use. According to Chomsky (1957) and Wilkins (1974), language usage, is referred to linguistic competence (at grammatical level), such as “the rain destroyed the crops”. Here, only the knowledge of language system is manifested, and cannot be for communicative purposes. Language use, however, is referred to linguistic performance (at communicative level), such as “please, could you tell me where the railway station is?” Here, the knowledge of language system has been used for the communicative purposes (Chomsky, 1957; Wilkins, 1972; Allen, 1975; Widdowson, 1985). Skills which promote the “language use” are the speaking/writing, and both are productive skills. Arabic language learners are considered good language-users when they have the command of these two skills.

Widdowson (1985) had explained the “nature” of the four language skills to show the position of skills which are responsible for “language use”. According to him, the speaking & writing are considered (productive skills), while listening & reading are considered (receptive skills). On the other hand, listening/speaking are “aural mediums”, and reading/writing are “visual mediums” (*see Table 1*).

Table 1: Nature of four language skills: Widdowson (1985)

	productive/active	receptive/passive
aural medium	speaking	listening
visual medium	writing	reading

In the Vertical relationship, speaking & writing, are (productive/active skills), while listening & reading, are (receptive/passive skills). Only the vertical relationship among the four skills can tell the “language use” and “language usage”. In the Horizontal relationship, listening & speaking, are (aural mediums), while reading & writing, are (visual mediums). But, the horizontal relationship among the four skills, is a mixture of activities between productive and receptive (or speaking & listening).

Learning a language is solely related to the attitudes of students towards target languages (Starks and Paltridge, 1996). The students’ attitudes and motivation have frequently been the most critical factors for successful language learning environment, and considered major components of first and second language (L1/L2) acquisition and learning (Gardener and MacIntyre, 1992, 1993; Gardener and Lambret, 1959, 1972; Gardner, 1985; Doherty, 2002). Besides the examinations’ scores, also students could be engaged to judge their own academic work, as self-evaluation has positive effects on performance (Arter et al., 1994). To Rolheiser (1996), Self-evaluation plays a key role in fostering learning cycle.

When students self-evaluate their performance positively, they will be encouraged to set higher goals and achievement. Many of researches on attitudes of students learning were carried out. Karahan (2007) conducted a study on “language attitudes of Turkish students towards the English language and its use in Turkish context”. He investigated the problem of weakness of students studying English, but cannot attain the

desired level of proficiency. The study examined students attitudes in relation to their English learning. The study sampled 190 grade eighth students of private secondary schools in Adana province, using a questionnaire instrument. The findings showed that, most of students had negative attitudes towards the English language. Purdie and Oliver (1997) examined “the attitudes of 58 bilingual primary school children towards their first and second languages” in relation to many variables and factors. The study found that the most effective factors that motivate children attitudes towards learning the target language were: the home (parents), classroom, playground, place of birth, and cultural groups type. Gardener (1985) hypothesized that L2 learners with positive attitudes towards the target language culture and people, will learn the target language more effectively than those who have negative attitudes towards it.

Dahab (1999b) conducted a study on the student performance in Arabic language skills, through Arabic language prophecy test for Malaysian students (ALPT–MS), in National Islamic secondary schools (NISS/SMKA). The test sampled 300 students in 10 schools in 6 states. The result showed that, students performed “fail”, for speaking skill, writing skill, and communicative grammar. Dahab(1999b) had also examined the attitudes and motivation of sampled 300 students of the national Islamic secondary schools in Malaysian (NISS/SMKA) towards Arabic language curriculum. The study showed that 93% of them “agreed” that, they were interested in leaning the Arabic language, and 37% of them agreed that they speak to their teachers and classmates in Arabic language most times. Adel (2007) investigated reasons of student weakness in Arabic language. He found that the weakness affected all four language skills. Reasons for speaking weakness was lack of using suitable words, and for writing was the lack of enough writing drills.

Students of private Islamic secondary schools in Yala province, study two school–programs simultaneously: Religious, and academic, and the students earn two certificates: Religious, and academic. The Religious program consists: (a) Arabic, and (b) Islamic subjects (textbooks written in Arabic). Arabic language is a compulsory and a core subject, students must have command of it. Branches of Arabic are: reading (*Qiraah*), grammar (*Nahu*), morphology (*Sarf*), Arabic literature (*Adab–Arabi*), rhetoric (*Balaghah*), logic (*Mantiq*), oral (*Shafawi*), and the composition & essay (*Insha’ & Maqal*) etc. The Arabic language branches that promote Arabic language use are: (a) oral (*Shafawi*), and (b) composition & essay–writing (*Insha’ & Maqal*). This includes, the speaking and writing drills (*Tadribat shafawiah & kitabiah*), and co–curriculum activities in Arabic language.

The students study Arabic language for period of twelve years, through: primary, lower secondary, and upper secondary. However, based on examination results, and social interaction in spoken and written Arabic, students are found poorly performing. Majority of them had low scores, poor speaking, and poor writing in all schools. Clear evidence to justify this claim is that, when students join territory education such as Yala Islamic University (YIU); College of Islamic Studies, Prince of Songkla University (PSU), middle–east Universities etc, they found to be very poor in Arabic language. They cannot use Arabic academically, and in daily–life situational communication in speaking or writing. This problem had alarmed all parents and officials in the private Islamic secondary schools, and the entire community. To make sure of this claim or problem (whether it is right), the students can be involved to evaluate their own Arabic use, through their attitudes towards the language, they

can judge the levels of their ability. Purposes of this research paper are: (a) to determine the detailed levels of Arabic language use by Form III–Upper students of the Islamic private secondary schools in Yala province, and (b) to identify the most effective factors that motivate the students' attitudes towards their Arabic language use.

Purposes of the Study

This paper has two kinds of purposes:

- (a) to determine the detailed levels of Arabic language use by Form III–Upper students of Islamic secondary schools, in Yala province.
- (b) to identify the most effective factors that motivate the students' attitudes towards their Arabic language use.

Operational Terms

1. **Arabic language:** Arabic is one of the Semitic–language families (Moscatti, 1980). It is one of the major world living languages, spoken worldwide. Used in the United Nation (UN) and international conferences, education, foreign relations, and the promotion of business and tourism, specially in Thailand (i.e.: Thailand and the Middle–East).
2. **Language attitudes:** “the feelings which speakers have towards their own language for other languages. They are also the expressions of positive or negative feelings towards a language” (Longman Dictionary of Applied Linguistics, 1992: 218).
3. **Language motivation:** To Gardner (1985), motivation refers to the combination of efforts plus desire to achieve the goals of learning the language; plus favorable attitudes towards learning the language. Hence, “attitudes” are components of “motivation”.

Conceptual Framework of the Study

Language, is commonly defined by many linguists and applied linguists as: “a system of communicating with other people using sounds, symbols and words in expressing a meaning, ideas or thoughts. It can be used in many forms, primarily through oral/written communications as well as using expressions by body language. It is therefore, a system of terms used by a group of people sharing a history and culture” (Saussure, 1959; Chomsky, 1957; Wilkins, 1972, 1974; Allen, 1975; Hall, 1966; Crystal, 1989). Based on this typical example of common definition, linguistic ability at performance or communicative level, is the language focus. This study investigates the role of “students' attitudes and motivation in second language (L2)”, and will be examined based on: the *Gardner's Socio–educational Model of SLA* (Gardner & MacIntyre, 1992, 1993), influenced by cognitive & affective variables. Also, the study is based on: *Human communication system Models* (Weaver, 1949; Carroll, 1953; Tuaymah, 2006). In Weaver's (1949) Model, communication involves two parties; speaker and listener. The two parties communicate and exchange information through “messages”, in different degrees and manner.

Weaver's (1949) human communication model, is further explained by Carroll's (1953) human communication model which involves “encoding” and “decoding” of the messages between the speaker and listener (see *Figure 1*).

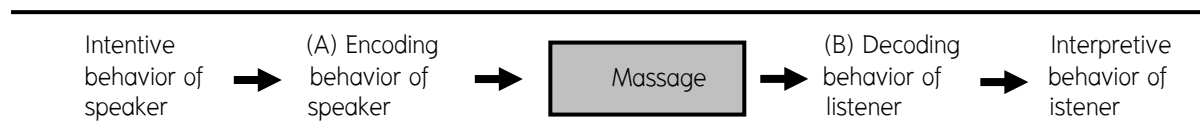


Figure 1: Organismic Communication System Model (Carroll, 1953)

According to Carroll (1953), in “encoding” the speaker “composes” the message, hence he/she is a (productive), “using” language in real-life communication. In decoding however, the listener “interprets” the message, hence, he/she is a (receptive), “not using” the language in real-life communication.

Carroll’s (1953) human communication model, which involves “encoding” and “decoding” of messages between the speaker and listener, is further explained by Tuaymah’s (2006) “human brain linguistic capacity model” (see Figure 2).

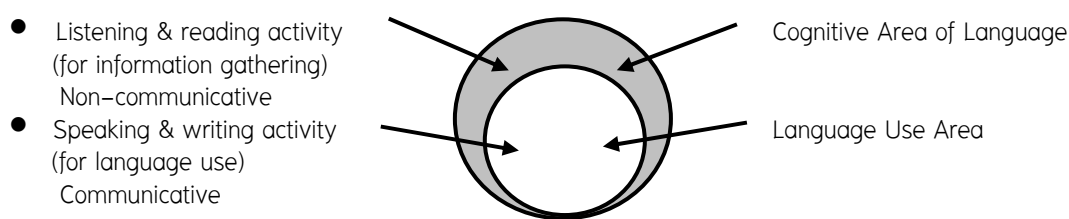


Figure 2: Cognitive and Language Use Areas in Human Brain (Tuaymah, 2006)

Tuaymah in his model claims that the human-beings brain has specific unlimited linguistic capacity. According to him, the cognitive activity in “interpreting” messages (during listening & reading) is larger than// the activity in “composing” messages (during speaking & writing). The “interpreting area” in human-brain is larger than the “composing area” which is (productive).

Research Methodology

Research Instruments and Samples

The research used survey method to collect the primary and secondary data. There are two major sections in the questionnaire. Section I: is for collecting demographic data of students, and consists 6 items. Section II: concerns with data on students’ attitudes toward their Arabic language use; and using the 5–points Likert–type scale, agree/disagree (attitude–scale), and consists (16 items). The population of the study was 485 Form III–Upper students only. The sample size was 304 (62.7) percent of both genders (males & females), in 5 private Islamic secondary schools, both urban (3 schools), ad rural (2 schools) in Yala province (See Table 2).

Table 2: Sample Size of the Study (Schools & Students)

/ Schools /Address	Educational Area	Geographical Area	& From II & From III		Total
			Male	Female	
Pang Muang 2, Jala	First	Muang	8:28 (36)	21:38 (59)	95
Pang Muang 2, Jala	First	Muang	4:6 (10)	9:5 (14)	24
Pang Muang 2, Jala	First	Muang	8:10 (18)	14:5 (19)	37
() Pang Muang 2, Jala	First	Raman	8:4 (12)	28:4 (32)	44
Pang Muang 2, Jala		Raman	26:10 (36)	26:42 (68)	104
Total			112	192	304

Data Collection and Analysis

This research is part of research project sponsored by Yala Islamic University (YIU). Data was collected during period (Feb – July 2008). The filed-up questionnaire was collected from the respondents (n=304), then computerized and analyzed using SPSS, ANOVA, mean, ranking, normal frequencies (*f*), and percentages (%), to count findings in relation to the detailed levels of Arabic language use and the most effective factors of students' attitudes towards their Arabic language use, expressed in form of "High", "Moderate" & "Low levels" of performance, by applying the "attitudes-rating scale" (70–100% H; 50–69% M; and > 40% L).

Results

Results are presented according to the purposes of the research, and the demographic data.

First: The Demographic Characteristics of Respondents (n=304)

Findings showed that: *As for sex:* 112(36.8%) of students were males, and 192 (63.2%) were females. *As for age:* 33(10.9%) aged 16, 117(38.5%) aged 17, 124(40.8%) aged 18, 11(3.6%) aged 19, 19(6.3%) aged >19. *As for place of birth:* 302(99.3%) born in Thailand, 2(0.7%) born in Arab countries. *As for province:* 75(24.7%) were from Pattani province, 200(65.8%) from Yala province, 27(8.9%) from Narathiwat province, 1(0.3%) from Satun province, and 1(0.3%) from Songkhla province, *As for tribes:* 68(22.4%) were Thai, and 236(65.8%) were Malay. *As for the language:* 38(12.5%) speak Thai, 261(85.9%) speak Malay language, and 5(1.6%) speak other languages.

Second: The Detailed Levels of Arabic Language Use

As for during school-day: Table 3 shows that, 264(86.9%) of the students agree/s.agree, and 40(13.1%) disagree/s.disagree that they like to learn Arabic in order to read and understand the Holy Quran and speak; 217(71.4%) agree/s.agree, and 87(28.6%) disagree/s. disagree that they like to speak with people in Arabic language; 175(57.5%) agree/s.agree, and 129(42.5%) disagree/s.disagree that they participate in Arabic dialogues; 161(52.9%) agree/s.agree, and 173(47.1%) disagree/s.disagree that they speak with their colloquies in Arabic during break times; 162(53.3%) agree/s.agree, and 142(46.7%) disagree/s.disagree that they speak with their teachers in Arabic language during free times; 92(50.3%) disagree/s.disagree, and 212(68.7%) disagree/s.disagree that they always score high marks in speaking Arabic; 92(30.3%) agree/s.agree, and 212(69.6%) disagree/s.disagree that they write letters to their friends in their schools in Arabic; 68(22.4%) agree/s.agree, and 236(77.6%;%) disagree/s.disagree that they disagree/s.disagree that they write letters to friends in other schools in Arabic; and 74(24.4%) agree/ s.agree, and 230(75.6%) disagree/s.disagree that they some times write letters to their parents in Arabic; 118(38.8%) agree/s.agree, 186(61.2%) disagree/s. disagree that they score high marks in writing exams; 136(44.8%)agree/s.agree, and 168(55.2%) disagree/s.disagree that they do their home-work in speaking and writing drills.

Table 3: The detailed levels of Arabic language use by the respondents (*f : %*) (n=304)

Attitudes	Strongly D. Agree (<i>f : %</i>)	D. Agree (<i>f : %</i>)	U. Decide d (<i>f : %</i>)	Agree (<i>f : %</i>)	Strongly Agree (<i>f : %</i>)
During school–day (12 items):					
I like to learn Arabic in order to read Quran, and speak	40(13.1)	0(0.0)	0(0)	78(25.7)	186(61.2)
I like to speak with people in Arabic without fear or shay	11(3.6)	76(25.0)	0(0)	116(38.2)	101(33.2)
I participate in Arabic dialogues in class during lessons	26(8.6)	103(33.9)	0(0)	134(44.1)	41(13.4)
I speak with my colloquies in Arabic during break times	22(7.3)	121(39.8)	0(0)	70(23.0)	91(29.9)
I speak with the teachers in Arabic most the free times	28(9.2)	114(37.5)	0(0)	128(42.1)	34(11.2)
All ways I score ‘High’ marks in speaking skill exams	37(12.2)	175(57.5)	0(0)	73(24.0)	19(6.3)
Some times I write letters in Arabic to my teachers	75(24.6)	137(45.1)	0(0)	73(24.0)	19(6.3)
I write Arabic letters to my friends in my school	84(27.6)	128(42.1)	0(0)	76(25.0)	16(5.3)
I write Arabic letters to my friends in other schools	111(36.5)	125(41.1)	0(0)	57(18.8)	11(3.5)
Some times I write letters in Arabic to my parents	115(37.8)	115(37.8)	0(0)	58(19.1)	16(5.3)
All ways I score ‘High’ marks in writing skill exams	53(17.4)	133(43.8)	0(0)	101(33.2)	17(5.6)
I do all my speaking and writing homework/correct	50(16.4)	118(38.8)	0(0)	113(37.2)	23(7.6)
During co–curriculum activities (4 items):					
The school carries out many Arabic activities in/out	73(24.0)	124(40.8)	0(0)	81(26.6)	26(8.6)
Arabic activities carried by the school are effective	28(9.2)	141(46.4)	0(0)	96(31.6)	39(12.8)
All students participate in all Arabic school activities	27(8.9)	121(39.8)	0(0)	118(38.8)	38(12.5)
Many teachers attend Arabic activities with students	45(14.8)	90(29.6)	0(0)	139(45.7)	30(9.9)

Key: S.D.Agree (Strongly Disagree); D.Agree (Disagree); Agree; S.Agree (Strongly Agree).

As for during co–curriculum activities: Table 3 shows that, 107(35.2%) agree/s. agree, 197(64.8%) disagree/s. disagree that their schools carry out many Arabic activities in/out; 135(44.4%) agree/s. agree, and 169(55.6%) disagree/s. disagree that Arabic activities that carried out by the school, are effective; 165(51.3%) agree/s. agree, and 148(48.7%) disagree/s. disagree that all students participate in all Arabic activities; Finally, 169(55.6%) agree/s. agree, and 135(44.4%) disagree/s. disagree that their teachers attend the Arabic activities with their students.

Third: The Most Effective Factors that Motivate the Students' Attitudes Towards Their Arabic Language Use

As for during school-day: Table 4 shows that, 86.9% (*High level*)/mean: 28.59 of students agreed with the statement n.1, and the rest had disagreed; 71.4 % (*High level*)/mean: 23.49 of them agreed with the statement n.2, and the rest had disagreed; 75.5% (*High level*)/mean: 18.91 of students agreed with the statement n.3, and the rest had disagreed; 52.9 % (*Moderate level*)/mean: 17.40 of students agreed with the statement n.4, and the rest had disagreed; 53.3% (*Moderate level*)/ mean: 17.53 of them agreed with the statement n.5, and the rest had disagreed;

Table 4: The most effective factors that motivate the students' attitudes towards their Arabic language use (High, Moderate & Low; %, Mean, Levels) (n=304)

<i>Attitudes</i>	<i>Disagree</i>		<i>Agree*</i>		
	(%)	Mean	(%)	Level	Mean
During school-day (12 items):					
I like to learn Arabic in order to read Quran, and speak	13.1	4.31	86.9	High	28.59
I like to speak with people in Arabic without fear or shay	28.6	9.41	71.4	High	23.49
I participate in Arabic dialogues in class during lessons	42.5	13.98	75.5	High	18.91
I speak with my colloquies in Arabic during break times	47.1	15.49	52.9	Moder.	17.40
I speak with the teachers in Arabic in most the free times	46.7	5.36	53.3	Moder.	17.53
All ways I score 'High' marks in speaking skill exams	68.7	22.60	50.3	Moder.	16.55
Some times I write letters in Arabic language to my teachers	69.6	22.90	30.3	Low	9.97
I write Arabic letters to my friends in my school	69.67	22.93	30.3	Low	9.97
I write Arabic language letters to my friends in other schools	77.6	25.53	22.4	Low	7.37
Some times I write letters in Arabic to my parents	75.6	24.87	24.4	Low	8.03
All ways I score 'High' marks in Arabic writing skill exams	61.2	20.13	38.8	Low	12.76
I do all my speaking and writing homework, and corrections	55.2	18.16	44.8	Low	14.74
During co-curriculum activities (4 items):					
My school carries out many Arabic activities in & outside school	64.8	21.32	35.2	Low	11.58
The Arabic activities carried out by the school are good/effective	55.6	18.29	44.4	Low	14.61
All students participate in all Arabic activities in & outside school	48.7	16.02	51.3	Moder.	16.88
Many teachers attend all the Arabic activities with the students	44.4	14.61	55.6	Moder.	18.29

* Only the "Agree" responses are considered for reading. Rating: 70–100% High; 50–69% Moderate; > 40% Low. 50.3% (*Moderate level*)/mean: 16.55 of them agreed with the statement n.6, and the rest had disagreed; 30.3% (*Low level*)/mean: 9.97 of them agreed with the statement n.7, and the rest had

disagreed; 30.3% (*Low level*)/mean: 9.97 of them agreed with the statement n.8, and the rest had disagreed; 22.4% (*Low level*)/mean: 7.37 of them agreed with the statement n.9, and the rest had disagreed; 24.4% (*Low level*)/mean: 8.03 of them agreed with the statement n.10, and the rest had disagreed; 38.8% (*Low level*)/mean: 12.76 of them agreed with the statement n.11, and the rest had disagreed; 44.8% (*Low level*)/mean: 14.74 of them agreed with the statement n.12, and the rest had disagreed.

As for during co-curriculum activities: Table 4 shows that, 35.2% (*Low level*)/mean: 11.58 of them agreed with the statement n.13, and the rest had disagreed; 44.4% (*Low level*)/mean: and 14.61 of them agreed with statement n.14, and the rest had disagreed; 44.4% (*Low level*)/mean: and 14.61 of them agreed with statement n.14, and the rest had disagreed; 51.3% (*Moderate level*)/mean: 16.88 of them agreed with statement n.15, the rest had disagreed; and statement 16, was 55.6% (*Moderate*).

Conclusions

Quality of human language is based on how good it has been used, and learning a language is solely a matter of attitudes and motivation towards learning it. Mastery of speaking and writing skills are good indicator of command of whole language. It is proved that, beside exams, students self-evaluation is an effective tool to measure language performance. The majority of the students aged 18 at the end of secondary education, and that Thai and Malay are the two widely spoken languages in southern Thailand. Following three factors are considered “Highly effective” in motivating students attitudes towards their Arabic language use: “learn Arabic to read Quran and communicate”, “like to speak with people in Arabic”, “like participate in Arabic dialogues during lessons”. Followed by 5 factors considered of “Moderate effect”, and 8 factors of “Low effects”.

Discussions

Importance of languages is increasing worldwide, as languages are not only for communication purposes, but for achieving objectives among individuals, groups, nations and the countries. Arabic language education is important in private Islamic schools. However, as seen from the findings of this research paper, Arabic status in terms of verbal or written communication is below average or poor. Promotion or improving of Arabic language in private Islamic schools in Yala province (and in other provinces), is a matter of motivating the students towards learning. This could be done through upgrading all aspects of curriculum in both hardware and soft hardware. The importance of Arabic language in Thailand, is not limited to private Islamic schools, but rather, it goes beyond to play a socio-economics role, (i.e.: in tourism, business, diplomatic, etc). Hence, comes the role of Arabic department, the Faculty of Liberal Arts and Social Sciences, Yala Islamic University (YIU), the importance of the Academic Conference, organized by the Faculty of 25th April, 2010, and this research paper.

Recommendations

Based on the findings, the following recommendations are suggested:

A. Recommendations for improving Arabic education in Islamic private secondary school

Based on the poor result of the research shown in findings, following are the recommendations for improvement:

1. Arabic materials are revised and renewed;
2. need more communicative-based Arabic materials (same as Malaysia system);
3. need more co-curriculum Arabic; and 4. more teacher training programs.

B. Recommendations for further researches and follow-up studies:

1. More researches are needed to upgrade Arabic education in private Islamic second schools.
2. More researches are needed in the area of new Arabic materials and teacher updating.
3. More researches are needed in area of oral Arabic among students of private Islamic schools.

References

- Adel, B. (2007). Reasons for students weakness in Arabic language and solutions. **E-language**.
- Allen, E. D. (1975). Some basic concepts in linguistics, in **The Edinburgh Course in Applied Linguistics**, vol. 2, pp. 37–40.
- Arter et al. (1994). The impact of training students to be self-assessors of writing, paper presented at the **Annual Meeting of the American Educational Association**, New Orleans, April.
- Chomsky, N. (1957). **Syntactic structures**. The Hague: Mouton.
- Crystal, D. (1989). **Cambridge Encyclopedia of Language**, Cambridge, Cambridge Uni. Press.
- Dahab, M. I. (1999b). **Evaluation of the Arabic language integrated curriculum for secondary school (KBSM)**. Ph.D. dissertation in Education, Faculty of Ed. (NUM/UKM), Malaysia.
- Doherty, K. M. (2002). Students speak out. **Education Week**, 11(35), 19–23.
- Gardner, R. C., and Lambret, W. E. (1972). **Attitudes and motivation in second language learning**. Rowley, M.A.: Newbury house publishers.
- Gardner, and R. C., and Lambret, W. E. (1959). Motivational variables in second language acquisition. **Canadian Journal of psychology**, 13 (4), 266–272.
- Gardner, R. C., and MacIntyre, P. D. (1992). A student's contribution to second language learning. Part I: Cognitive variables. **Language Teaching**, 25, pp. 211–220.
- Gardner, R. C., and MacIntyre, P. D. (1993). A student's contribution to second language learning. Part II: Affective variables. **Language Teaching**, 26, pp. 1–11.
- Gardner, R. C. (1985). **Social psychology and second language learning: The role of attitudes and motivation**. London: Edward Arnold.
- Hall, A. (1966). **New ways to learn a foreign language**. New York: Bantam Books.
- Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. **Journal of Arts Sciences Sayt**, 7, Mayts.

- Longman Dictionary of Applied Linguistics, (1992). **Longman dictionary of language teaching and applied linguistics**, Addison Wesley Publishing Company, June.
- Moscato, S. (1980). **An introduction to the comparative grammar of the Semitic languages: Porta linguarum orientalis**. Verlag: Harrassowitz Company, PLO6.
- Purdie, N., and Oliver, R. (1997). The attitudes bilingual to their languages, paper presented at the **Annual Conference of the Australian Association for Research in Education**, Brisbane.
- Saussure, F. (1959). **Course in general linguistics**. New York: Philosophical Library.
- Starks, D., and Paltridge, B. (1996). A note on using socio-linguistics method to study non-native attitudes towards English, **World Englishes**, 15(2), pp. 217–224.
- Tuaymah, R A., Naqah, M. K. (2006). **Teaching Arabic communicatively**. Morocco: ISESCO.
- Weaver, W. (1949). **The mathematical theory of communication**. Urbana III: U. of Illinois Press.
- Widdowson, H.G. (1985). **Teaching language as communication**. Oxford: Oxford Univ. Press.
- Wilkins, D. A. (1972). **Linguistics in language teaching**. Cambridge, Mass: MIT Press.
- Wilkins, D. A. (1974). **Second language learning and teaching**. London: Edwards.