ASSESSMENT OF ARABIC LANGUAGE CURRICULUM IMPLEMENTATION FOR ACHIEVING SPEECH PROFICIENCY AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA

BY

SHA'AWANATU UMAR MUSA

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA

NOVEMBER, 2017

ASSESSMENT OF ARABIC LANGUAGE CURRICULUM IMPLEMENTATION FOR ACHIEVING SPEECH PROFICIENCY AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA

BY

Sha'awanatu Umar MUSA
B.ED-Arabic (A.B.U 2006)
M.ED/EDUC/20964/2012-2013

SUPERVISORS:
DR. S. U. EL-YAKUB
DR. A. F. MUHAMMAD

A DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

NOVEMBER, 2017

DECLARATION

I hereby declare that the work in the dissertation entitled Assessment of Arabic Language Curriculum for Achieving Proficiency among Junior Secondary School Students in Kaduna State , Nigeria, has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Sha'awanatu Umar MUSA Date

CERTIFICATION

This dissertation entitled ASSESSMENT OF ARABIC LANGUAGE CURRICULUM IMPLEMENTATION FOR ACHIEVING SPEECH PROFICIENCY AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE , NIGERIA by SHA'AWANATU UMAR MUSA meets the regulations governing the award of the degree of Master of Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr. S. U. El-Yakub Date
Chairman, Supervisory Committee

_____ _____

Dr. A. F. Muhammad Date
Member, Supervisory Committee

_____ _____

Prof. B. Maina Date
Head of Department
Educational Foundations and Curriculum

_____ _____

Prof. S. Z. Abubakar Date
Dean, School of Postgraduate Studies

DEDICATION

This dissertation is dedicated to my beloved husband, Chief Imam Musa Nuhu Suleiman and my parents late Alh. Umar Tambaya and Haj. Safiya Jibril whose prayer and support saw this work through. God bless you.

ACKNOWLEDGEMENTS

All praise and gratitude are due to Allah, without Him this work would not have been possible. I wish to express my sincere gratitude and deep appreciation to my supervisor Dr. S. U. El-Yakub for his tireless assistance and encouragement that have made this study successful. His constant and constructive criticisms helped me all along this work. God bless you abundantly. And I cannot forget the tremendous contributions of Dr. A. F. Muhammad, my second supervisor, who patiently guided and directed me without any complaints. Also worthy of note is Dr. H.Y. Audi a Curriculum expert who invested her precious time to ensure that the thesis was completed.

Special thanks to my beloved husband Musa Nuhu Suleiman, who invested his precious time, energy, motivation and encouragement to ensure that the thesis was completed suitably and acceptably, thanks a lot. God bless you and reward you with Jannatul-Firdaus, Ameen.

I wish to use this opportunity to express my gratitude to Dr. Abdullahi M. Amin, Head of Section, Arabic Language Education, Dr. A. A Dada, Malam A. A. Ango, Dr. A. A. Zage-Zagi, Dr. M. Sani, Dr. A. Magaji, for the guidance and encouragement given to me. The researcher is equally grateful to Dr. B. Maina (Head of Department), Prof A.Z Hassan (Dean of former School of Post graduate Studies) whose immense contributions enhance the successful completion of this work.

The researcher deeply appreciates the Principal, staff and Students of Junior Secondary School Kaura, Zaria who were used for the pilot study. Their co-operation was highly commendable. Also worthy of mention are the Principals, staff and Students of Junior Secondary School Karau-Karau, Government Girls Secondary School Kawo (Junior), Sardauna Memorial College (Junior), Alhudahuda College, Zaria (Junior), Government

Girls Secondary School, Rigachikun (Junior), for giving the researcher full access to their Schools. The co-operation of both teachers and Students of these Schools were unprecedented in that they were able to answer and return the questionnaires given to them within a short period of time which led to the advancement of this work. God bless you all.

Also special thanks to Mallam Adam Sa'ad, the special typist who helped to see that the dissertation was completed. God bless him for his efforts and reward him abundantly, Ameen.

The researcher acknowledges all the Staff of Faculty of Education, friends and colleagues and all those whose works has been cited in this study. However, consonant with tradition, the researcher is responsible for the errors found in this study.

ABSTRACT

This study assessed the Arabic Language Curriculum Implementation for Achieving Speech Proficiency among Junior Secondary School Students in Kaduna State , Nigeria. The study was conducted with four objectives among which are to: assess the level and quality of the implemenattion of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State ; and ascertain the qualification of teachers available for the implementation of Arabic Language Curriculum towards achieving speech proficiency among Junior Secondary School Students in Kaduna State. Also the study was carried out with four corresponding research questions and four hypotheses. The research design adopted for this study is the descriptive research design. The population of the study was made up of 3207 Students, with a total of 68 Arabic Language teachers, and 48 Principals. A sample size of 6 Principals, 9 teachers and 321 Students were used for the study. This sample size was arrived at using random sampling technique. The instrument titled "Assessment of Arabic Language Proficiency Questionnaire (ASALAPQ)" was used for data collection. The overall reliability of the instrument was 0.769. Data collected from the study were analyzed using non-parametric statistics of Kruskal-Wallis. Findings from the study among others show that significant difference exists in the extent of implementation of Arabic Language Curriculum for the attainment of speech proficiency among Junior Secondary School Students in Kaduna State . There is no significant difference in the qualification of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State. It was concluded that the level of implementation of Arabic Language Curriculum was significantly low in speech proficiency among Junior Secondary School Students in Kaduna State. Most of the teachers are not qualified to implement the Arabic Language Curriculum for achieving the speech proficiency. It was also concluded that most of the Arabic teachers are used to chalk and talk method in teaching Arabic Language Curriculum which impedes achieving speech proficiency among the targeted Students. Based on the findings and conclusion from this study, recommendations were made among others that Arabic Language Curriculum should be simplified to provide more skills that are geared towards achieving speech proficiency among Junior Secondary School Students. Also, Kaduna State government should employ only teachers with qualification in Arabic Language to implement the Arabic Language Curriculum so as to achieve speech proficiency among Junior Secondary School Students in Kaduna State.

TABLE OF CONTENTS

		Page
COVER PAGE		i
TITLE PAGE		ii
DECLARATION		iii
CERTIFICATION		iv
DEDICATION		v
ACKNOWLEDGEMENTS		vi
ABSTRACT		viii
TABLE OF CONTENTS		ix
LIST OF TABLES		xii
LIST OF APPENDICES		xiii
LIST OF ABBREVIATIONS		xv
OPERATONAL DEFINITION OF TERMS		xvii
CAPTER ONE: INTRODUCTION		
1.1	Background to the Study	1
1.2	Statement of the Problem	5
1.3	Objectives of the Study	6
1.4	Research Questions	7
1.5	Hypotheses	7
1.6	Basic Assumptions	8
1.7	Significance of the Study	9
1.8	Scope of the Study	10
CHAPTER TWO: REVIEW OF RELATED LITERATURE		
2.1	Introduction	11
2.2	Theoretical Framework	11
2.3	Concept of Curriculum	14
2.3.1	Arabic Language Curriculum	16
2.3.2	The Role of Teacher in the Implementation of Oral Arabic Curriculum	18
2.4	Concept of Assessment	21
2.4.1	Arabic Language Assessment	22
2.4.2	Types of Evaluation	22

2.5 Language Learning 23
2.6 Language Proficiency 28
2.7 Arabic Language Education in Nigeria 29
2.7.1 Characterizing Arabic in Nigeria 30
2.7.2 Examining Objectives and Teaching Methodologies of Arabic Language 32
2.7.3 Arabic Language Teaching Strategies 35
2.7.4 Importance of Learning Arabic Language 39
2.7.5 Some Benefits of Learning Arabic 41
2.7.6 Challenges of Learning Arabic Language 44
2.8 Effect of Teacher's Qualification and Experience on the Students' Performance in Language Learning 48
2.9 Formative Assessment Strategies 52
2.10 Formative Assessment in Second Language/Foreign Education 56
2.11 Empirical Studies 59
2.12 Summary 68

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 69
3.2 Research Design 69
3.3 Population 69
3.4 Sample and Sampling Technique 70
3.5 Instrumentation 71
3.5.1 Validity of the Instrument 72
3.5.2 Pilot Study 72
3.5.3 Reliability of the Instrument 73
3.6 Procedure for Data Collection 73
3.7 Procedure for Data Analysis 74

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction 75
4.2 Description of study Variables 75
4.3 Response to Research Questions 75
4.4 Hypotheses Testing 82
4.5 Summary of Major Findings 87
4.6 Discussions of Findings 87

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary	91
5.2	Conclusion	92
5.3	Recommendations	92
5.4	Suggestions for Further Study	93
5.5	Contribution to Knowledge	
	References	95
	Appendices	102

LIST OF TABLES

Table 3.1: Population Breakdown According to the Educational Zones in Kaduna State 70

Table 3.2: Sample for the Study 71

Table 4.1: Classification of the Respondents 75

Table 4:2 Classification of the Respondents by Gender 76

Table 4:3 Distribution of Teacher Respondents by Academic Qualification 76

Table 4:4 Distribution of Teacher Respondents by Year of Teaching Experience 77

Table 4.5: Response to Research Question One

Opinions of Principals, teachers and Students on the extent to which the objectives of Arabic Language Curriculum are geared towards achieving speech proficiency among Junior Secondary School Students in Kaduna State 77

Table 4.6: Analysis of Data Collected on research Question Two

Opinions of Principals, teachers and Students on the quality of teachers available for the implementation of Arabic Language Curriculum towards achieving speech proficiency among Junior Secondary School Students in Kaduna State 78

Table 4.7: Response to Research Question Three

Opinions of Principals, teachers and Students on the adequacy of the instructional materials provided in Arabic Language Curriculum towards achieving speech proficiency among Junior Secondary School Students in Kaduna State 80

Table 4.8: Analysis of Respodent's Responses on Research Question Four

Opinions of Principals, teachers and Students on the adequacy of the methods used by teachers in the implementation of Arabic Language Curriculum towards achieving speech proficiency among Junior Secondary School Students in Kaduna State 81

Table 4.9: Summary of Kruskal-Wallis test on the extent to which the objectives of Arabic Language Curriculum implementation are geared towards achieving speech proficiency among Junior Secondary School Students in Kaduna State 82

Table 4.10: Summary of Kruskal-Wallis test on the quality of teachers available for the implementation of Arabic Language Curriculum towards achieving speech proficiency among Junior Secondary School Students in Kaduna State 84

Table 4.11: Summary of Kruskal-Wallis test on the adequacy of instructional materials provided in Arabic Language Curriculum towards achieving speech proficiency among Junior Secondary School Students in Kaduna State 85

Table 4.12: Summary of Kruskal-Wallis test on the adequacy of methods used by teachers in the implementation of Arabic Language Curriculum towards achieving speech proficiency among Junior Secondary School Students in Kaduna State 86

LIST OF APPENDICES

Appendix I: Letter of Introduction 102

Appendix II: Biota of the Respondents 103

Appendix III: Questionnaire 104

Appendix IV: JS I - III First Term: Arabic Grammar 106

ABBREVIATION

C.I.P.P:	Context input, process and products.
A.L.T:	Arabic Language Teaching
A.S.L:	Arabic as a Second Language
A.S.P:	Arabic for specific purposes.
J.S.S:	Junior Secondary School
N.C.E:	Nigeria Certificate in Education
U.B.E:	Universal Basic Education
I.C.T:	Information and Communication Technology
M.T:	Mother Tongue
F.S.A:	Formal Spoken Arabic
E.S.A:	Educated Spoken Arabic
F.L:	Foreign Language
S.L:	Second Language
L2:	Second Language
L1:	First Language
C.L.L:	Community Language Learning
T.P.R:	Total Physical Response
T.I.P:	Total Immersion Programme
C.A.L.L:	Computer Assisted Language Learning
V.L.Es:	Virtual Learning Environments
M.S.A:	Modern Standard Arabic
A.L.Ls:	Arabic Language Learners
C.A.L.P:	Cognitive Academic Language Proficiency
S.I.A.S.S:	Sheikh Ibrahim Arab Secondary School

G.S.S: Government Secondary School

G.G.S.S: Government Girls Secondary School

O.P.E.C: Organization of Petroleum Exporting Countries

H.I.S: Higher Certificate in Islamic Studies

OPERATIONAL DEFINITION OF TERMS

Assessment: This refers to the process of making judgement or forming an opinion after considering the capabilities, achievements and attitudes of individual teachers and Students.

Evaluation: Evaluation is the process of collecting data on a programme to determine its value or worth with the aim of deciding whether to adopt, reject or revise the programme.

Curriculum: An organized set of educational training intention for Students at all levels of education. It is guidance for teaching different subject.

Implementation: To make something such as an idea, plan or system start to work.

Spoken Arabic: Refers to the speaking skills in Arabic Language also known as oral Arabic.

Qualification: Diploma or Degree that is the basic requirement for teaching oral Arabic at the Junior Secondary School Level in Nigeria. In this case National Certificate in Education (N.C.E)

Experience: Knowledge and skill that is gained through time spent teaching oral Arabic.

Language Proficiency: Refers to the learner's ability to use his communicative knowledge (Language Competence) in different tasks in communication.

Language Learning: Is the imperfect realization of knowledge and language rules or knowledge of the complex nature of learners developing ability.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education plays a very important role in the development of a country and the whole world at large. It carters for the needs and aspiration of people in developed and developing countries, yet language is the monitor of any education. No learning process can be effective without a deep understanding of the language that conveys it. The term 'Curriculum' has several meanings depending on the context in which it is used. Many authorities defined Curriculum in similar terms. Curriculum is the process and content designed to effect learning of educational values (Ben Yunusa, 2008). Regan (1960), in Yusuf (2012), defined Curriculum as all experiences of the child for which the School accepts responsibility. In another development Curriculum is a description of the content or information that is going to be taught and the method that are going to be used to teach that content. (NAEYC, 2007). Language is an act of communication; it is the art of passing message across, from one person to the other. Communication can be in spoken or in written form. Abercrombie (1965), in Media (2009), indicated that language is central to communication which makes it possible for individuals to live in a society. It therefore makes it easy for social, business, educational and religious interactions, which is why a learner does not learn until he masters the language of instruction.

According to Ben-Yunusa (2008), because of the important position of language in any nation's education system, each nation has a language policy in relation to education;

1. A decision must be made on the language(s) of instruction in Schools where a nation has more than one language (Multi-lingua).

2. If more than a language will be used for instruction, a decision must be made on when each of the languages would be used.

When we learn a language, there are four skills we need for complete communication. When we learn our native language, we usually learn to listen first, to speak, then to read and finally to write. The four language skills are related to each other in two ways:

1. The direction of communication (In & Out).
2. The method of communication (Spoken or Written).

Input is sometimes called "Reception" and output is sometimes called "Production". Spoken is also known as "Oral". These four skills are sometimes called "The Macro-Skills". This is in contrast to "The Micro-Skills" which are things like grammar, vocabulary, punctuation and spelling. This study intends to assess the Arabic Language Curriculum in achieving proficiency in speech that is, oral practice. Arabic Language consist of four major skills that are: listening, speaking, reading and writing. Each of these skills is important but the most basic is the development of the skill of speaking. This is because, language is first and fore-most spoken before it is written and there has been problem with Arabic Language especially the speaking aspect. Language proficiency is referred to as the learner's ability to use his communicative knowledge (language competence) in different tasks in communication. Performance on the other hand, in language learning can be referred to as the imperfect realization of knowledge and language rules (or knowledge of the complex nature of learners developing ability). Abbas (2007), as in Musa (2012), Oral Arabic comprised of two basic skills which are listening and speaking as stated in the Ministry of Education 9 years basic Education Curriculum (Arabic Studies) for JSI-II (2007). These two skills, listening and speaking; are closely related as one cannot be acquired without the other.

The lack of proficiency in speaking Arabic Language may be linked to the neglect of this aspect of the Arabic Language in the past. Afolabi (2008), pointed out that skills of oral communication have been largely neglected in the past, as such there is general low level of teaching of spoken Arabic as distinct from the written Arabic. Okafor (2009), opined that "if equal attention is given to the teaching of oral literacy, the traditional method of teaching language which tended to neglect the development of oral expression will be corrected". In the light of the above submission, it could be concluded that more attention has been given to the written Arabic more than oral Arabic. This researcher is not suggesting that oral Arabic is more important than written Arabic but that, the spoken aspect of Arabic Language is equally as important as the written aspect. The performance of Students in spoken Arabic depends on their ability to communicate meaningfully within their social-environment while adopting the approved linguistics patterns. Assessment in the contest of education deals with making judgement about Student's achievement and progress. It can be extended to the teachers as Curriculum implementers to see how far the teaching activities are achieved or not. Assessment is therefore, part of evaluation. Desmond (1990) as in Issa (2012), saw evaluation as a "Process used to obtain information from testing, from direct observation of behavior, from essays and from other devices to assess Students' overall progress towards some predetermined goals or objectives".

Teachers of Arabic Language are disturbed by the low level of Student's performance in oral Arabic. This research work sought to find out the areas of strengths and weaknesses of Students at Junior Secondary level in oral Arabic practice. Thus, the research will provide remediation that is needed to make oral Arabic more effective. Moreover, it is the concern of this research work to assess the Junior Secondary School Arabic Language Curriculum in achieving proficiency in oral Arabic in Kaduna State .

Galadanci (1993), in Adeyemi (2012), affirmed that language generally plays a crucial role in socio-economic interaction and is an all-important agent in the transmission of cultural and social values. It is shaped by the same political, social, and cultural forces which produce the world's diverse civilizations and cultures. Some languages are only spoken locally within a limited area but some transcend national boarders and are called international languages. One of such international languages is Arabic.

Arabic Language is one of the major languages in the world; it is one of the international languages, also a spoken language in the Arabian Peninsula and some part of the African countries. When talking about Arabic Language, this includes discussion on Islamic religion, because it is the language that always interprets Islam and also a language of the Quran, being a divine book for the Muslims.

In Nigeria, the importance of Arabic is evident with the fact that many Universities offered Arabic Language as a course of study. This is so because; Arabic is the language of Islam and Nigeria as a nation has many Muslims, and also Nigeria is a member of (OPEC). Arabic is very important to Nigeria as it is used as a means of diplomacy. Good Arabic Language communication will also boost Nigerian economy and this will guarantee the understanding of Islamic religion in the world which may lead to the development of peace and stability (Lawal, 2006). Arabic as a discipline has many branches, notable among them: Arabic Literature, Syntax, Morphology, Prosody, Rhetoric and so on. Galadanci (1993), in Adeyemi (2012); these are compulsory and basic subjects for all Junior Arabic and Islamic Secondary School Students, and Arabic Students cannot become successful Arabist without adequate and in depth knowledge of these subjects.

Arabic Language is a discipline faced with many difficulties experienced by Nigerian Secondary Schools. One of the difficulties faced by Arabic Students is lack of exposure to practical aspect of the language, as most Students find it difficult to express themselves in public (Abbas, 2007), family and society with Arabic Language background play a vital role towards the achievement of Arabic Language proficiency among Junior Secondary School Students (Ango, 2010). Poor knowledge in some subjects such as Arabic Literature Syntax, Morphology, and many more also contributes in the poor performance and achievement of Arabic proficiency among the Students at the Secondary School level.

1.2 Statement of the Problem

There is concern for the inability of School leavers to express themselves articulately in Arabic Language especially in Kaduna State . Mother tongue is not acceptable in the classroom, due to this, most of the Students especially at Junior Secondary School find it difficult to participate actively in class and most teachers award some marks for class participation in the examination. The problem is further compounded, because the Students' ability to write correctly is dependent on the Students' ability to speak fluently and correctly. Abbas (2007), was of the view that this inability to communicate fluently in Arabic Language has generally led to Students' poor performance in both internal and external examination.

This study is also concerned with discovering whether teachers actually teach oral Arabic in Junior Secondary Schools in Kaduna State, whether the teachers that teach oral Arabic possess adequate experience to implement the oral Arabic Curriculum in Kaduna State, the importance of training and retraining of oral Arabic teachers due to the dynamic nature of Arabic Language is emphasized. Abdul (2012), noted that teachers of oral Arabic who may be academically qualified must be encouraged to

undergo periodic training and retraining in other to stay abreast of the modern trends in oral Arabic. Other factors such as the availability of instructional materials, was identified by Olutola (2005), as factors that enhanced Curriculum implementation. Arabic Language teachers often complain about the Students in oral Arabic practice at Junior Secondary School level. This study is concerned with the continuous complains of teachers at Junior Secondary School level, that Students cannot express themselves very well in Arabic Language, the Students themselves often complain to teachers about their poor performance in Arabic Language. This research work sought to find out the areas of strengths and weaknesses of Students at Junior Secondary level in oral Arabic. Thus, the research work assesses the Arabic Language Curriculum implementation in achieving speech proficiency in oral Arabic and provides remediation that is needed to make speaking Arabic Language more effective.

1.3 Objectives of the Study

The research work has the following objectives:

1. assess the level and Quality of the implementation of Arabic Language Curriculum for the attainment of speech proficiency among Junior Secondary School Students in Kaduna State;
2. ascertain the qualification of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State;
3. determine the adequacy of instructional materials provided in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State; and

4. find out the adequacy of the methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State .

1.4 Research Questions

In the course of carrying out the research, the following questions were raised:

1. To what extent is the level and quality of implementation of Arabic Language Curriculum for the attainment of speech proficiency among Junior Secondary School Students in Kaduna State was achieved?
2. What is the qualification of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State?
3. How adequate are the instructional materials provided in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State?
4. How adequate are the methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State?

1.5 Research Hypotheses

The following hypotheses were tested for the study:

Ho_1 There is no significant difference in the extent to which the implementation of Arabic Language Curriculum for the attainment of speech proficiency among Junior Secondary School Students in Kaduna State;

Ho_2 There is no significant difference in the qualification of teachers available for the implementation of Arabic Language Curriculum for

achieving speech proficiency among Junior Secondary School Students in Kaduna State;

Ho_3 There is no significant different on the adequacy of instructional materials provided in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State; and

Ho_4 There is significant difference in the adequacy of methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.

1.6 Basic Assumptions

With respect to this work, the following assumptions were made:

1. Constant practice of Arabic Language facilitate in achieving speech proficiency among Junior Secondary School Students in Kaduna State;
2. Availability of qualified Arabic Language teachers for the implementation of Arabic Language Curriculum contributes to Arabic Language proficiency in speech;
3. Availability of Arabic Language instructional materials for the implementation of Arabic Language Curriculum contributes to Arabic Language proficiency in speech; and
4. Ability of teachers to use proper methods in the implemenatation of Arabic Language Curriculum contributes a lot to Arabic proficiency.

1.7 Significance of the Study

This study is significant in that, it explored an aspect (spoken component) of the Arabic Language Curriculum which was previously neglected by the government, educational administrators, teachers, Students, other educational stakeholders such as publishers and producers of instructional materials and the general public. The outcome of this study will help to sensitize the government towards the provision of adequate instructional materials of the implementation of Arabic Language Curriculum. The government will also deem it necessary to improve the general welfare package of teachers, especially Arabic Language teachers because of the tedious nature of teaching Arabic Language. In addition the government will also ensure that resources needed for training and re-training of oral Arabic teachers are provided, owing to the fact that these teachers may also have peculiar mother tongue interference which if corrected in the teachers will not be passed on to the Students.

Educational administrators would deem it necessary to include oral Arabic on the Schools time-table. The current practice whereby oral Arabic is not allotted a specific period on the Schools time-table, create room for many Arabic Language Teachers to avoid teaching it. Apart from not being on the time-table, it is not tested through weekly continuous assessment and termly examination. Therefore, there is no immediate representation for the teachers who refuse to teach it or the Students who will not be subjected to any examinations on oral Arabic at the end of their course in Junior Secondary School.

Curriculum evaluators will apportion some of the marks obtainable in Arabic Language in Junior Secondary School examination to testing of oral Arabic certificate examination, but with little modification which is that oral Arabic Junior School certificate examination should be tested orally because this researcher is of the view that

testing oral Arabic via writing is an aberration. Also, the performance of Students in this examination will enable Curriculum evaluators identify the area that needs improvement or reform in Junior Secondary School oral Arabic Curriculum. Findings from this research should bring about some improvement in the teaching and learning of oral Arabic. Publishers and producers of instructional materials on oral Arabic will be encouraged to produce more textbooks and instructional materials because the demand for them will increase since more teachers and Students will need them for effective teaching and learning. Findings from the research will also provide data for further researchers in oral Arabic.

1.8 Scope of the Study

This research work assessed the Arabic Language Curriculum Implementation for Achieving Speech Proficiency among Junior Secondary School Students in Kaduna State ; The study covers all the Educational Zones of the State. However, the research was limited to Zaria, Kaduna and Rigachikun in the three educational Zones of the State respectively. Specifically the research work studied Junior Secondary Schools that are offering Arabic in the three (3) Educational Zones of the State, all Arabic Students of JS II and all Arabic teachers of these Schools as well as the Principals.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is concerned with the literature review and therefore makes a theoretical review of related works under the following sub-headings; The Arabic Language Curriculum. The Arabic Language Assessment, Language Learning, Arabic Language Proficiency, the Arabic Language in Nigeria, Importance of Learning Arabic Language, and Formative and Summative Assessment in Second Language/Foreign Language.

2.2 Theoretical Framework

The need for evaluation in education has led educational evaluators to propose a number of theoretical models that can be used when conducting researches. Some of the Curriculum evaluation models include;

Stake's countenance model:- The model proposed by Robert Stake (1967), in Sowell (2008) suggested three phases of Curriculum evaluation, the antecedent phase, the transaction phase, and the outcome phase. The antecedent phase includes condition existing prior to instruction that may relate to outcomes. The transaction phase constitutes the process of instruction while the outcome phase relates to the programme. This Curriculum model was not adopted for this research because it did not make provision for examination of suitability or otherwise of the Curriculum being evaluated. Another Curriculum evaluation model is the Eisner Connoisseurship Model in Sowell (2008), by Elliot Eisner a well-known art educator who argued that learning was too complex to be broken down to a list of objectives and measured quantitatively to determine whether it has taken place. He proposed the connoisseurship model. The word connoisseurship comes from the Latin word *cognoscere*, meaning to know or to be an expert in something.

According to the connoisseurship model, evaluators provided a description and interpretation of the Curriculum plan implemented. The researcher did not adopt the model of Curriculum evaluation because there is need not only to describe or interpret the oral English Curriculum but to examine its implementation process.

According to Sowell (2008), the Judicial Curriculum Evaluation model is similar to a court case, hence the name. A governing body is appointed made up of representatives selected from evaluators who are familiar with the Curriculum under evaluation. The representatives are ten divided into two groups. One group argues that the Curriculum was effective while the other argues that the Curriculum was ineffective. This researcher did not adopt this Curriculum model because it requires team work by expert educators.

The C.I.P.P model: Is an acronym meaning Context, Input, Process Product Model. The C.I.P.P model is Principally aimed at providing systematic ways of looking at many aspects of the Curriculum implementation process. This Curriculum model was selected because it involves all the Curriculum aspects involved in this work. C.I.P.P is an acronym for four types of educational evaluations, that is, Context evaluation, Input evaluation, Process evaluation and Product evaluation. The context is the Junior Secondary School Arabic Language Curriculum and proficiency in oral Arabic Curriculum, context evaluation examines the suitability or otherwise of the existing oral Arabic Curriculum. Input evaluation involves the examination of the availability of necessary input needed for the effective implementation of oral Arabic Curriculum in Junior Secondary Schools in Kaduna State . Such input includes adequate manpower, infrastructure and instructional materials.

The Process evaluation examines the actual teaching of oral Arabic to find out the acceptable methods used for teaching oral Arabic in order to enhance teaching and learning of oral Arabic. The Product evaluation examines the products which are Junior Secondary School Students to find out whether the level of their spoken Arabic has greatly improved due to constant teaching of oral Arabic. Context evaluation involves the analysis of situation after the needs have been identified. The next step is to list objective that will alleviate the needs. The need to study oral Arabic at Junior Secondary level was identified and a relevant Curriculum was produced. The next step is Input evaluation which is hinged on the necessary inputs needed for effective implementation of the Curriculum. At this stage, obstacles to effective implementation of the Curriculum such as lack of qualified teachers, inadequate infrastructure, and lack of instructional materials are identified. The diagnosis of the obstacles enables the evaluation to develop rational objectives whose attainment will result to effective implementation of the spoken component of Junior Secondary Arabic Curriculum. The conclusion that the evaluator makes should contain the set of inputs for the Curriculum.

Process evaluation is used to provide regular and periodic feedback during the implementation process, this enables decision makers to anticipate difficulties and avoid failures during Curriculum implementation. Process evaluation which is the last segment of this evaluation model is to determine the extent to which goals of a program has been achieved, this model was considered suitable for this study. After producing a suitable oral Arabic Curriculum, the economic rationale and shortage of manpower have to be considered when considering the inputs. The C.I.P.P model was considered relevant for this study since the oral Arabic Curriculum requires periodic feedback to determine if the objective of this Curriculum were achieved or not.

2.3 The Concept of Curriculum

The term ‘Curriculum’ has several meanings depending on the context in which it is used. Belonging to Latin language, the word Curriculum means the “race course” or a run way; which one runs to reach a goal. Interpreted accordingly, a Curriculum is the instructional and the educative programme through which the pupils achieve their goals, ideals and aspirations of life.

Curriculum can be a confusing concept. Varied definitions and descriptions may create challenges for practitioners as they strive to implement good programming for children and families and to make prudent decisions about the use of standards, teaching practices, and assessments for their classrooms. Many authorities have defined Curriculum in similar terms. A look at some of these definitions by various authorities authenticates the above statement. Walton (1973), in Ben-Yunus (2008), stipulated that Curriculum is the process and content designed to effect learning of educational values. Kansas (1970), in Guga and Bawa (2012), defined Curriculum as what happens to children in School as a result of what teachers do. Regan (1960), in Yusuf (2012), defined Curriculum as all experiences of the child for which the School accepts responsibility.

In another development, Curriculum is a description of the content or information that is going to be taught and the methods that are going to be used to teach that content. This content information is based on scientifically-researched information and reflects age, culture, and linguistically appropriate skills and developmental stages of the children in your program. While books, guides and the Learning Standards are powerful resources to help practitioners plan the content for children, Curriculum decisions come from three sources: the children themselves, their families, and the teachers or adults with whom they interact (NAEYC, 2007).

i. **Children:** The children's interests, their developmental levels, their personalities or temperaments and their individual needs provide important information about the experiences that should be provided, both for a class or group and individually. This understanding of each child becomes the backbone of Curriculum and defines the types of activities and experiences that are presented through intentional classroom planning. Practitioners who can capitalize on children's interests and strengths to develop new skills are helping to maximize children's opportunities to learn.

ii. **Families**: Families' cultures and background provide valuable insight to a provider's Curriculum. Every parent/guardian has hopes or aspirations for their children and their family. These goals, along with family values and customs, can influence the types of activities that are presented for children. Linguistic preferences and lifestyles are also important elements to consider. Together, they provide an important picture and element of Curriculum.

iii. **Teachers:** Teachers are facilitators of children's skill development. In addition to understanding children and their families, teachers' personal insight into their own cultural backgrounds and experiences, personality, interests and needs provide the third element that guides programs' Curriculum design. Teachers who combine personal experiences with their knowledge of child development and their familiarity with their children and families build strong opportunities for learning and development. Teachers scaffold learning by building on children's prior knowledge to introduce new ideas and information.

When combined, children, teachers and families offer essential and valuable information that help to create the framework for Curriculum. For this reason, no two

providers' or classrooms' curricula will look the same. Just as known that infant and toddler activities must differ from School-age experiences, so too should a rural classroom's content differ from an urban, and a half day preSchool's Curriculum may differ from a daylong child care situation. While there are basic elements that will remain the same, such as Pennsylvania's Learning Standards for Early Childhood, the adaptations each teacher makes to accommodate the uniqueness of that classroom's clients makes Curriculum fluid and individualized (NAEYC, 2007). Curriculum, then, is dynamic. It will change from program to program and from classroom to classroom. It may also look different from year to year within the same teacher's classroom. As teachers practice good instructional practice, annual re-assessment of the Curriculum resource materials will assure responsive, intentional teaching methods that will maximize children's learning.

On the other hand, a program's Curriculum Statement, the framework for classroom practice, will remain the same. This written Curriculum statement describes the philosophy that guides Curriculum decisions. It includes information about the development of instruction or teaching methods that considers teaching strategies, content and resource materials, clientele, the learning standards, and so forth.

2.3.1 Arabic Language Curriculum

The Arabic Language Curriculum is relevant because it has taken care of the interest, age level and classes of the Students. The Curriculum is sequentially designed e.g. JSI first, second and third terms have their respective content. JS II and JS III have their respective contents that are sequentially designed. In terms of richness, the Curriculum is reach because it consist of various topics and sub-topics which are distributed or shared to the three (3) years programme of Junior Secondary School. The way the

Arabic Language Curriculum is designed with illustrations, examples, simple, clear and understandable Arabic Language makes it easy to interprete by the teachers.

According to Members of Educational Planners (MEP) of al-Azhar University (2006):

> Curriculum is a way of bringing the learner to know the aims and objectives of learning, and also how to run this aims in education design, whereby these aims will be behavioral objectives, where the learner can be able to produce some things upon what he learns when completing the designed Curriculum of the study, however, these aims is guiding to the performance of the Student where the aim can be verified or some of the aims can be verified, or it cannot be verified at all. The Curriculum is always giving light or how to choose the subject or how to experience the subject that Student is learning, therefore Curriculum is a simple way to attain the syllabus or subject to be learnt (MEP, 2006:5).

The current Secondary School Curriculum in Kaduna State in the area of Arabic Language studies agrees with the modern concept of Curriculum. It is necessary to stress the importance of Secondary education Nigeria. "The importance of Secondary education within the overall educational framework of any country can hardly be overstressed in Nigeria, secondary education occupies a sacred place in our system of education, it s inevitable link between primary and higher education aiming at the preparation of the youth for useful living within the society" (FRN, 2014:16).

Contrary to the traditional concept of Curriculum which tends to restrict itself to the cognitive domain, the modern concept of Curriculum embraces a wider domain concerning itself with the intellectual, social, moral, spiritual and physical perspective of the leaner. Modern approaches to Curriculum development follow certain systematic steps toward the evaluation of feasibility Curriculum. These steps are as follows:

1. Identification of aims and objectives of the Curriculum
2. Selection of learning experience capable to affect an in-desirable change.
3. Selection of a specific content for the learning experiences
4. Organization of the learning experience and contents.

5. Evaluation of the whole process to assess the extent to which the spelt-out objectives has been achieved.

The extent that a modern Curriculum takes care of the learner's cognitive, affective, and psychomotor development, the Arabic studies Curriculum met this requirement through the teaching of the four Arabic Language skills:

1. Arabic comprehension القراءة والفهم
2. Arabic conversation المحادثة
3. Reading in Arabic القراءة بالعربية
4. Writing in Arabic الكتابة بالعربية

By assessment and implementation of Arabic Curriculum, government will be responsible for implementing the Curriculum, whereby the establishment of Schools as well as running such Schools will be a government's responsibility. The National Policy on Education (FRN, 2014) emphasized as: "Government shall regulate the establishment of Schools, supervise and inspect School regularly, and ensure that all Schools follow approved Curriculum and conform to the National Policy on Education (2004:17). Education is an important tool that tends to civilize that people who live in darkness of illiteracy, it also make life for the particular easy and simple. Therefore, when you educate a person you educate many people, in this regard the research study will assess the Arabic Curriculum in the Arabic Secondary Schools under study. It will also evaluate and assess the Curriculum and implementation of Arabic Curriculum.

2.3.2 The Role of Teacher in the Implementation of Oral Arabic Curriculum

Implementation is to make something such as an idea, plan or system start to work. In another hand, implementation is to make something that has been officially decided, start to happen or to be used. So Curriculum implementation is the ability to make the

Curriculum that has been organized officially to start work. Putting new Curricula into practice in the classroom can serve as a powerful professional development opportunity for teachers.

The role of the teacher in Curriculum implementation is very important. No nation can develop above the level of intelligence and capabilities of her teachers. Teachers are the major implementers of any Curriculum. Akpata (2012), described teachers as key agents of Curriculum implementation. Ben-Yunusa (2000), saw teachers as the "corner stone" in Curriculum implementation, the main force and the last person that ensures that Curriculum is implemented according to specification. Ode (2009), wrote that teachers are critical participants in Curriculum change and implementation. Arthur (2005), stated that, teachers are crucial ingredients in the Curriculum implementation, stating further if an engineer fails, building would collapse, if a doctor failed, a patient would die, but if a teacher fails, generations unborn would be negatively affected. The success of a programme of speech in Secondary Schools especially in Nigeria depends largely on the teacher of speech. Textbooks, ample audio-visual aids, interested and cooperative parents and Students are not a substitute for an able teacher of speech, who is the actual Curriculum implementer. Many researchers have concluded in their studies, that the attitude of teachers is a very important factor in the learning process. Nuhu (2010), Okezie (2007) and Williams (2006), opined that language teacher need to be aware of the conflict between the role and status of language in Nigeria. Adequate professional knowledge and experience, proficiency in spoken and written Arabic are all qualities a teacher must possess in his function as a language model.

Ahmad (2006:27), analysed the roles of teachers of Arabic as follows:

i. Provide necessary background experience. This means that the teacher should provide necessary enriching background like oral conversations, visit museums, dramatics as well as oral expression.

ii. Use the right methods of instruction and adequate instructional materials not only textbooks.

iii. Develop Student's interest and motivation.

iv. Accept the child.

However, it has been observed that most Arabic classrooms are faced with teachers whose Arabic is imperfect and who may have lacked adequate training. Effective learning cannot take place where the teacher lacks the characteristics of linguistic competences in speaking, reading and writing (Agbo, 2010). The teacher should be able to help Students expand their communicative competence. To be able to do this, one should know the patterns of Student's communicative abilities. He should not only know what (spoken Arabic) he is dealing with but who (Students) he is dealing with. Although Ango (2005), suggested that all teachers irrespective of discipline should have some training in spoken Arabic to encourage their conscious use of phonologically correct Arabic and be able to correct their Students in this respect. However, this is not the case as most teachers of other subjects are more concerned with their individual subject area and careless about Students spoken Arabic.

It was contended that success in language learning depends above all on the quality of the model, which the teacher sets for his Students, but some Nigerian teachers are bad models, Abubakar (2008). He is also of the opinion that the presence of various types of untrained teachers ranging from graduates in Arabic without training is still a problem. According to him, lack of competence of most teachers of spoken quality Arabic is a problem. This explains why many teachers of Arabic neglect the spoken component.

Adewale (2012) maintained that a teacher is the most single element in any teaching situation. "There are no good or bad methods, there are only good or bad teachers.

2.4 The Concept of Assessment

Assessment can be defined as the process of determining the quality, worth, significance of anything, be it an activity, event, person, object, programmes and so forth. The general concept of assessment can be perceived as frequent decision making and judgments which individuals, groups, institutions and governments pass on what affect their lives and those of others. Mohammed (2007), Murphy (1987:1) said of assessment; if we wish to discover the truth about an educational system, we must look for its assessment procedures, in addition, this is important because Students cannot avoid it. He also stated that assessment procedures offer answers to the following questions:

a. What Student's qualities and achievements are actively valued and rewarded by the system?
b. How are its purpose and intentions realized?
c. To what extent are hopes and ideas, aims and objectives professed by the system ever truly perceived, value and striven by those who make their way within it?

Allied to this is the fact that assessment has two main purposes with further and higher education:

a. The first reason is to assist learning. When looking for the area, we must always strive to make the assessment relevant to the overall goals of the unit and to make our assessment part of the learning process.
b. The second is to determine the effectiveness of the educational system.

Only with this can an educator improve the education of the Students, and must be able to determine not only the overall learning but which area is not effective and need modification.

2.4.1 Arabic Language Assessment

There is no difference between Arabic Language Assessment and Assessment in General as confirmed by scholars such as Ibrahim (2006) who affirmed that Evaluation is a process of measuring aspects of both teaching and learning, so as to know the areas of strength and weakness of both the teacher (teaching) and the learners (learning) and this will call for remediation in areas of weaknesses, and improvement in areas of strengths. In another definition by Waheeb, Hafeez and Muhammad (2007), said that "Evaluation is a method of decision making on educational activities of and a strong strategy of changing educational activities of an educational system be it the teacher, the learner or the School administrator". Looking at this definition, two things are emphasized:

1. Correction, implementation, correction and renewal
2. Evaluation is an aspect that educational system can never overlook.

2.4.2 Types of Evaluation

i. ***Summative Evaluation:*** This is the type of evaluation where the learners are examined at the end of the academic year, or at the end of an educational programme or when the learner is changing a class or graduating and or progress of the learners.

ii. ***Formative Evaluation:*** This is the type of evaluation usually taking place from time to time as the teaching or educational programme is in progress. And it is usually done at the end of the lesson. It provides the opportunity of identifying

mistakes early and this will make both the teacher and the learners prepare remediation exercise.

This evaluation is more important because it depends on information gathering, analysis and interpretation so as to find out the best methods (strategies) of teaching the learners. According to Bloom, formative evaluation is very important in educational system and in teaching learners, it is the best method for improving both teaching and learning processes. But in Egypt, formative evaluation is not given attention, rather, emphasis is put much paper.

2.5 Language Learning

Language learning as a scientific process and a Student-centred activity requires a wide range of planned teaching-learning activities. A number of obstacles hinder the effectiveness of teaching and learning Arabic in Nigeria as a Foreign Language (AFL), which include.

1. The planners
2. The Curriculum
3. The teachers (Curriculum implementers)
4. The Students.

The haphazardness that characterizes the teaching-learning process has inexorably resulted in the circle of the production of Arabic teachers who lack requisite pedagogical competencies for teaching a foreign language. A number of recommendations are put forward towards ameliorating the situation. Language remains an intricate multifunctional phenomenon that facilitates human communication. The utilities of foreign language learning transcend the benefit of obtaining an academic qualification for employment. Foreign language learning is now construed as a

facilitator of globalization and a strong vehicle of fostering world peace and intercultural understanding in a world of extreme diversities.

Learning, according to Heinich, Molenda, Russell and Smaldino (2000) in Adedoyin and Adegbija (2006:51), involved the selection, arrangement and delivery of information in an appropriate environment and the way learners is not interact with that information. Adegbija (2006), posited that learning is not merely the acquisition of facts, information, intellectual and motor skills, but the elements of language learning situation are seen as motivation towards a goal, the problem situation, varied activities to solve the problem, and finding a successful way to achieve the goal and satisfaction of the motive behind such a learning. The goal of language learning is to learn concepts and ideas and be able to immediately express them in the target with no other interference. However, the motion of proficiency raises some very complex issues.

According to Crystal (1997), in (Musa (2009), "people are bilingual when they achieve a native-like fluency in each language. But this criterion is far too strong; only a few people have "perfect" fluency in two languages. Crystal opines that the majority of bilinguals do not have an equal command of their two languages: one language is more fluent than the other, interferes with the other, imposes its accent on the other, or simply is the preferred language in certain situation."

The various similarities between several features of the English language and Arabic should have been a great advantage for those people who are proficient in English in learning Arabic, but this is not always the case in Nigeria. Olugbodi (2008), believed that if a pupil has been taught to use a language with grammar correctness, he will be ready to use another language correctly for that he will be a correct-language-user unless the script is different. In Arabic Language learning process in Nigeria many

factors intervene to hinder a smooth acquisition of the language because of the similarities that exist between the second language, Arabic or L2) and the first (mother tongue) language (English or L3).

Obashoro (2006:277), stated that languages are not exclusively different since they all have phonological, structural and semantic systems and are supposed to convey messages. However, each language has peculiarities which affect its methods. This author holds the opinion that knowledge of another language is a hindrance because that language gets in between the learners' thoughts and speech to the detriment of the new language. Everything is first referred to in the first or second language (L1 or L2) and then translated.

The above statement is relevant to Arabic Language learning situation in Kaduna State in many ways. It is commonplace among Kaduna Arabic Speakers to use speech parts such as code-mixing, code-switching, interference (in pronunciation and spelling), language transfer, generalization, false cognates that deeply alters meanings in target language. The teaching of Arabic, especially the spoken language carries a difficulty that has not yet been acute in its teaching. According to Sullivan (2002:3), in Ellis (2007)," the difficulty resided in the selection of model as the target to be aimed at. There is almost a total agreement about which accent of Arabic to teach as well as about the grammar and vocabulary usage of the language. Standard Arabic, on the other hand, is a term applying only to grammar and vocabulary.

Shumin (1997:10), in Obashoro (2006), said "Language proficiency is not a uni-dimensional construct but a multifaceted modality, consisting of various levels of abilities and domains". Hymes (1971) in Obashoro (2006), stated that foreign language learners need to know not only the linguistic knowledge, but also the culturally accepted

ways of interacting with others in different situations and relationships. This theory of communication competence from Hymes which consist of the interaction of grammatical, psycholinguistic, sociolinguistic and probabilistic language components inspires, perhaps, Canale and Swain (1980), Harshbarger (2002) and Brown (2003), as in Abdullahi (2014), who proposed that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, which reflect the use of linguistic system and the functional aspects of communication respectively.

A foreign language learner use the target language in his/her own culture: practice is available only in the classroom. This situation may deeply affect the Arabic Language acquisition in Kaduna State and particularly in Zaria Zone I where Students have no particular contact with external world even in terms of developed ICT (Information and Communication Technology). In order to checkmate learning problem in such situations where learners get little or no exposure to English outside the classroom, Ghosn (1997:19), in Abdullahi (2014), advised teachers to have near-native fluency in the target language and be familiar with learners' first language and second language which may enable him/her to use reflective listening, and thus reducing communication gap in the class.

In foreign language class, Students and teachers usually share the same native language and the same expectations of an education system. In a second language setting, however, the Students in a given class probably do not have a language in common other than the target language, and may not have similar expectations or prior educational experience. In fact, according to Enigbe (2007:3), the foreign language teacher may have an advantage over the second language one because she/he has a better understanding of her/his Students' expectations and background. In both second

language and foreign language, the unique social, cultural and historical background of each Student and teacher affects the way each teaches, learns, responds to, and interprets others. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact.

Therefore, it is difficult for Arabic as foreign language learners to speak the foreign language fluently and appropriately because in the view of Deckert as in Abdullahi (2014), the following factors are preponderant in a foreign language speaking situation:

i. Maturational constraints or age. These authors argue that learners who begin learning a foreign language in early childhood through natural exposure achieve higher proficiency than those beginning as adults who, in general, are relatively poor at spoken Arabic, especially regarding fluency, control of idiomatic expressions, and understanding the cultural pragmatics.

ii. Aural medium: it is difficult for a foreign language user, while listening, to capture and comprehend the information by retaining it in memory and integrating it with what follows.

iii. Socio cultural factors: many cultural characteristics of a language also affect foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange, and meaning is thus socially regulated (Copoulou, 2006).

iv. Affective factors: foreign language learning is a complex task that is susceptible to human anxiety (Gurrey, 2006). The affective factors related to second or

foreign language learning is emotion, self-esteem, empathy, anxiety, attitude and motivation.

2.6 Language Proficiency

According to Centre for Applied Second Language Studies (CASLS) Report (2010); Language proficiency is a measure of a person's ability to use a given language to convey and comprehend meaningful content in realistic situations. CAP is intended to gauge a Student's linguistic capacity for successfully performing language use tasks. CAP uses test taker performance on language tasks in different modalities (speaking, reading, writing, listening) as evidence for this capacity. The following verbal descriptions characterize proficiency at each of the CASLS Benchmark Levels.

Level 3 (Beginning proficiency): Beginning proficiency is characterized by a reliance on a limited repertoire of learned phrases and basic vocabulary. A Student at this level is able recognize the purpose of basic texts, such as menus, tickets, and short notes by understanding common words and expressions. The Student is able to understand a core of simple, formulaic utterances in both reading and listening. In writing and speaking, the Student is able to communicate basic information through lists of words and some memorized patterns.

Level 5 (Transitioning proficiency): Transitioning proficiency is characterized by the ability to use language knowledge to understand information in everyday materials. The learner is transitioning from memorized words and phrases to original production, albeit still rather limited. In reading, Students at this level should be able to understand the main ideas and explicit details in everyday materials, such as short letters, menus, and advertisements. In listening, Students at this level can follow short conversations and announcements on common topics and answer questions about the main idea and

explicitly stated details. In speaking and writing, Students are not limited to formulaic phrases, but can express factual information by manipulating grammatical structures.

Level 8 (Expanding proficiency): Expanding proficiency is characterized by the ability to understand and use language for straightforward informational purposes. At this level, Students can understand the content of most factual, non-specialized materials intended for a general audience, such as newspaper articles, and television programs. In writing and speaking, Students have sufficient control over language to successfully express a wide range of relationships, such as, temporal, sequential, cause and effect, and so forth.

Level 10 (Refining proficiency): Refining proficiency is characterized by the ability to understand and use language that serves a rhetorical purpose and involves reading or listening between the lines. Students at this level can follow spoken and written opinions and arguments, such as those found in newspaper editorials. The Students have sufficient mastery of the language to shape their production, both written and spoken, for particular audiences and purposes and to clearly defend or justify a particular point of view.

The four Benchmark Level labels can be remembered by the mnemonic BETTER (Beginning, Transitioning, Expanding, and Refining).

2.7 Arabic Language Education in Nigeria

Arabic, in Nigeria, has been used and is still studied, largely, for liturgical as well as academic purposes. The study of Arabic for communicative ends is limited compared to the religious and academic utilities for which the language has been subjected. This, of course, restricted the competences of the graduates who are constricted to function as Arabists within Nigeria alone. Apart from the extremely limited population of Shuwa

Arabs (100,000 in 1975) of Northeast Nigeria who speak a dialect of Arabic as Mother Tongue (MT), the overwhelming majority of users of Arabic are also multilinguals who see it as a non-native linguistic code. Thus, within the Shuwa Arabic-speaking environment, Arabic is diglossic and is a mother tongue used for everyday informal interaction. Formal Spoken Arabic (FSA) or Educated Spoken Arabic (ESA) is the chosen language used in official and elevated interactions since colloquial Arabic is seldom used in formal domains.

The challenges faced by non-native learners of Arabic may be generic or context-specific. Language learning is generally considered to be more demanding than language acquisition. While the latter involves a gradual process of imitating speakers of a language through verbal interactions, the former entails the conscious mastery of the vocabulary and grammar of the target language. Thus, the level of communicative proficiency of users who passed through an acquiring experience tends to be stronger than those with a learning experience. Some of the intricacies involved in foreign language learning is encapsulated in Akmajian's (2008), submission that: One needs only study a foreign language, or take a course in linguistics to begin to appreciate the enormous complexity of human language. At every level - phonetic, phonological, morphological, synthetic, semantic and pragmatic- human language is an intricate system of abstract units, structures, and rules, used in a powerful system of communication. (Adam and Adebisi, 2012).

2.7.1 Characterizing Arabic in Nigeria

The history of Arabic in Nigeria is not quite different from that of other non-Arab Muslim societies. Arab traders who extended their trading interests to West Africa also carried along with them their religion and language. On arrival in West Africa, they embarked on a process of conversion of the African population, an effort which

involved adapting not only to the religious precepts of Islam, but also to Arabic with the imperfections associated with the acquisition of a foreign language within the context of a dominant mother tongue. Thus, the process of Islamization and Arabization occurred simultaneously. The process of the acquisition of Arabic was initially informal and at best non-formal since the early agents of Arabization were mainly merchants. As early as the 11th Century, the introduction of Islam in Kanem Borno signalled the beginning to confirm the reality of the foreign status of Arabic in Nigeria.

This experience is almost analogous to the history of the development of Arabic studies in the early period of Islam. The expansion of the religion beyond the shores of the Arabian Peninsula, during this early period, witnessed the outbreak of *al-Lahn* (solecism) involving both the Arab native speakers as well as non-Arabs. The intermingling of Standard Arabic (*al cArabiyyah al Fus-ha)* with some foreign languages which resulted in the adulteration of Arabic in the conquered territories evoked interventions to preserve the textual integrity of the language. The process of codification first led to the evolution of *an-Nahw* (Arabic grammar) and various aspects of Arabic philology. This development formed the basis of teaching and learning Arabic. Subsequently, extensive linguistic and literary studies emerged as an integral part of the study of traditional Islamic sciences. Linguistic reforms were later effected to simplify the language and consequently facilitate its learning. (Adam and Adebisi, 2012).

Presently, considerable number of speakers of Arabic whether as Mother Tongue (MT), Second Language (SL) or Foreign Langauge (FL) are ubiquitous in parts of the globe with varying degrees of presence. Similarly, a large population of non-Arab Muslims who use Arabic for liturgical purposes exists in different parts of the world. Although a second language or L2 generally refers to a language learnt after the acquisition of the

mother tongue or L1. The term second language is technically applicable where the language is not indigenous to the speech community where it is used as the main language of communication. A foreign language (FL) however, has no visible communicative value or function as against the roles of the mother tongue (MT) or the second language. Typical illustrations of foreign languages in Nigeria are Arabic, French, German, Latin etc. Foreign languages have no recognized official functions but are studied for intellectual or professional purposes.

The numerous indigenous Nigerian languages are used in informal interactions and also taught alongside English where the indigenous language has orthography and a School Curriculum. English is, generally, the second language of the Nigerian child (it may be the third in some cases) or his first depending on the language used at home. Thus, English is not regarded strictly as a foreign language in Nigeria. A foreign language in Nigeria will therefore be defined as any language (except English and other Nigerian languages) spoken by nationals of countries other than Nigeria. By virtue of this definition and in line with the linguistic situation in Nigeria, Arabic conveniently qualifies as a foreign language in the country.

The recognition of Arabic as a Foreign Language (FL) exhibits different dimensions. In an extreme FL situation, Arabic becomes so foreign to the learners that it is merely studied for two or three lessons a week, and not used outside of the classroom. On the contrary, an extreme SL situation which English typifies; teaching and learning may occupy a larger part of the daily life of learners. (Rydings, 2012).

2.7.2 Examining Objectives and Teaching Methodologies of Arabic Language

The objectives of offering Arabic to higher education learners in Nigeria do not significantly vary from Institution to Institution. The Arabists sample agreed that

achieving both academic and communicative competences are encapsulated in the philosophy and objectives of teaching Arabic in Nigeria. Apart from serving as a teacher, education programme especially in the colleges of education, the Arabic programmes aim at producing Arabists in the context of globalization and technological development. Such specialists should normally be able to function effectively in contemporary human societies using the linguistic resources at their disposal as basic tools. In other words, the graduates of Arabic are expected to be proficient enough to be able to converse with educated native speakers of Arabic to the extent that linguistic and meta-linguistic (discourse on the structure of the language) exchanges can occur (Adam & Adebisi, 2012).

A typical illustration of the dual objective of producing graduates with academic and communicative competence as Arabists will enable Students to function effectively in social, political and economic spheres of life and expose them to the culture of the Arabs and the contributions of Arabic Language to West African historical and intellectual heritage in general and Nigeria in particular. In a nutshell, the Institutions' aim at producing professionals who will be able to function as translators, interpreters, broadcasters, writers, diplomats in the Arab world, tourism managers and in such ancillary careers such as serving curators, numismatics, ethnographers, historiographers will be achieved. The survey established that majority of the University teachers did not undergo any formal pedagogical training while their counterparts in the Colleges of Education did. However, both were yet to acquire competences in second language education and as such are not conversant with foreign language methodologies such as the Cognitive, Audio-Lingual, Direct Method, Natural/Communicative Approaches, Total Physical Response (TPR), the Silent Way, Suggestopedia, Community Language Learning (CLL) and the Total Immersion Programme. (Adam & Adebisi, 2012).

They could not therefore be expected to reach a pedagogical knowledge they were yet to acquire. Although all the institutions now have modern language laboratories which they share with other foreign and indigenous languages, the availability of Arabic resources that will make the instructional process meaningful and result oriented is doubtful. Moreover, the effectiveness of their use to assist learners acquire requisite skills in the target language is not guaranteed. The teaching of Arabic in higher education requires constant programme evaluation in order to ensure that standards and operational guides for successful learning outcomes are maintained. The effectiveness of any educational programme depends partly on the quality of the planning and extent of its implementation. Arabic is taught in Nigeria within a complex multi-lingual context which makes foreign language learners susceptible to a wide range of tendencies capable of upsetting the anticipated competences in the target language. The intricate language situation in Nigeria is a direct demand on the foreign language teacher, to evolve, adapt, adopt and utilize various language teaching methods to confront the variegated teaching-learning scenarios within and outside the classroom. Knowledge of the content area is therefore as important as the pedagogical strategies deployed to ensure that learners achieve both communicative and academic competences.

In the Nigerian situation, a combination of poor motivation and labeling produce a psychological complex among learners of Arabic that not only lead to low performance but also abandoning their career in Arabic. In Al-Hikmah University for example, where the Arabic is subsidized for Students, there is lack of incentive for learning and teaching the subject in other institutions sampled. This concern is described by Abdul as the indifference of the Federal and State Governments as well as corresponding Ministries in the teaching of Arabic as a language, which make Arabic play a second

fiddle to other foreign languages studied within the Nigerian School system. (Adam & Adebisi, 2012).

The Nigerian government neglected the Arabic Language studies at Primary and Junior Secondary School levels, as it is clearly stated and considered as optional subject unlike French in the National Policy on Education as follows:

> The Curriculum for Junior Secondary Education shall be as follows: English Studies, One Nigerian Language, Mathematics, Basic Science and Technology (Basic Science, Basic Technology, Information Technology and Physical and Health Education), Religion and National Values (Christian Religious Studies, Islamic Studies, Social Studies, Civic Education, Security Education), Pre-vocational Studies (Home Economics, Agriculture), French Language, Cultural and Creative Arts, Business Studies and Arabic (optional). (*NPE, 2013:8-9*)

2.7.3 Arabic Language Teaching Strategies

Producing graduates of Arabic with native-like ability should be an ultimate aim of any credible Arabic programme. This programme of instruction should result in high self-esteem, autonomy and effective communicative skills at the end of the training programme. Various strategies exhibit separate strengths and weaknesses when applied in different contexts. A combination of strategies may also produce salutary results depending on aspects of second language learning involved. Thus, a clear demand on the pedagogical capacities of the Second Language (SL) teacher and more importantly his creativity and resourcefulness will be required.

For instance, the Total Immersion Programme be it the effective or ineffective typology has a high potential of yielding impressive outcomes. While the former involves slow communication of the teacher in the target language the latter in which the teacher speaks more rapidly has the capacity of replicating the target language culture if

properly implemented. However, the best immersion technique may be incapable of developing capacity for spontaneous oral communication in different domains and contexts. The learning environment has a crucial role to play in ensuring that the learning period is prolonged as much as possible beyond the time allotted for classroom interaction.

This brings to the fore the need to evolve a strategy that could address the peculiarities of teaching and learning Arabic within the framework of the Nigerian tertiary education system. The initiative to establish an Arabic Language Village within the speech community of Shuwa Arabs deserves applause. Within the Village, Arabic is made the *lingua franca* since Arabic is the common linguistic denominator among higher education Students who converge there for the one year language acculturation programme. However, the facilities offered at the village ought to form the climax of the second language education of the trainees. It is is in the light of this that this study proposes the Intensive Arabic Teaching-Learning Approach as adapted from Netten and Germain. (Abdul, 2012).

The Intensive Arabic (IF) entails the following processes:

1. A reflection of an equilibrium between academic and communicative competences in the course offerings of the BA. Arabic programme.
2. Use of Arabic as the ‘only’ medium of communication in the Arabic Language and Literature classroom.
3. Allocation of a minimum of 200 contacts hours to classroom encounters within the Second Semester of the Second year of a four-year programme through the use of a concentrated Curriculum.
4. During the one-year acculturation programme, the number of contact periods should reach a minimum of 250 hours per Semester.

5. Academic Staff at the Arabic Village should be made up of a minimum of 70% native speakers preferably with specialization in teaching Arabic as a second language.
6. To ensure constant exposure to Arabic and the culture of the Arabs, the acculturation programme should be packed with both academic and social activities including socialization with the Arabic speaking Shuwa tribe.
7. Emphasis in the year four should be on assessing and monitoring extent of oral proficiency and fluency in using Arabic for various purposes. Remediating deficiencies and reinforcement of skills acquired should take place at this level.

The multi-stage strategy proposed above is premised on the limitations of learning Arabic in an environment in which it is not spoken. In view of the fact that the learner may not benefit from the strategy, focus is on the various intensive teaching-learning experiences backed by a combination of old and modern teaching and learning resources all of which should be propelled by relevant pedagogy. The main strategy is to ensure that the learner masters the complex system of a language within a reasonable span. A studied review of the entire educational plan for learning Arabic in Nigeria such that there will be a synergy among all the domains in which Arabic is learnt is inescapable. This step will logically lead to the evolution of an integrated Curriculum of Arabic which will include all levels of the teaching of the subject as well as ensure that both academic and communicative objectives are not only reflected in the Curriculum but well balanced. This opens the way for more equitable opportunities for specialization in the literary and linguistic aspects of the language. (Garba, 2012).

More importantly, the Curriculum should begin to reflect the needs of learners to be able to compete effectively for scarce job opportunities after graduation. The Curriculum content at the University level should not only include course offerings that

would empower the graduate of Arabic to be self employed but also include course offerings in linguistics and language pedagogy. At the Postgraduate level, it should be feasible to mount graduate courses leading to specialization in teaching Arabic as a foreign language. Such a programme will benefit immensely from the quality of the Arabic Undergraduate programmes and the resourceful teaching of the subject at the lower levels given the expected broad orientation of the learners. Apart from this, various short term certificate and diploma courses in Arabic should be mounted to cater for the needs of learners who intend to use Arabic solely for communicative purposes either because of their socio-economic interests or religious preferences. To achieve all of these, a new corps of professionals must be trained. Otherwise, these objectives will remain mere dreams. Faculties of Education should consider mounting programmes leading to the award of Bachelor of Arts in Education with the chief aim of producing Arabic Language Educationists.

According to Abdul (2012), immediate strategies which can be functionally deployed in the classroom include but not limited to a number of specific measures. The questions teachers of Arabic must first answer are: Why is the class taking place? Are there enough opportunities for the learners to practice? Who is at the centre of classroom activities, the teacher or the learner? In proffering credible answers to these questions, teachers would at the same time ensure that the learner requires a huge dose of motivation to be able to excel. Furthermore, the following additional policies should ensure greater effectiveness of second language instruction:

1. The teacher must be familiar with the general theory and practice of language teaching to make a success of teaching Arabic.

2. There should be a strategic use of the combination of the audio-lingual modeling of dialogues through the target language, grammar translation, Total Physical Response (TPR) and the silent way method.
3. Teachers should identify different learning styles of the learners to customize the methods of their teaching to soothe different learning styles.
4. In this modern age, Computer Assisted Language Learning (CALL) through appropriate software, teacher-generated electronic resources and through Virtual Learning Environments (VLEs) and customized language laboratories should form part of the resources for teaching Arabic to non-Arab learners.
5. The social media network offers opportunities of interaction with native speakers and foreign speakers of Arabic worldwide. Students should be guided on the strategies for benefiting maximally from this facility.
6. Students must be accorded the opportunity of interacting with experienced Arab and non-Arab faculty members (depending on the human resources available) during classroom encounters and in various mentoring situations.
7. Students should offer courses in linguistics, especially applied linguistics, sociolinguistics, second language acquisition, methods of teaching foreign language and Computer Assisted Language Learning (CALL)

2.7.4 Importance of Learning Arabic Language

Arabic is spoken by more than two-hundred and sixty million people throughout the world and is the main language of most of the Middle East. The global importance of Arabic Language in today's world with the growing presence of the Middle East in our daily news. Arabic plays an important role in the Islamic faith because Arabic is the language of the Holy Quran. (MEP, 2007).

According to Nuhu (2010), an important thing to keep in mind when traveling to Arab countries is that, each region has a different Arabic dialect that may or may not be understood in a different region. Modern Standard Arabic or (MSA) is the Arabic dialect that stands out and is generally understood but may be considered "too formal" to use. Egyptian Arabic is a good dialect to learn because Egypt provides most of the news broadcasting in the area. Depending on your approach to learning, Arabic can be moderately hard language to learn if you don't have the right mindset. You should always try to maximize your resources and time for the best learning experience possible. The distribution of the Arabic Language began within the seventh century throughout the Islamic conquests which expanded Arabic's reach from the Middle Eastern countries into Northern Africa. Arabic began to prosper for a while before having to incorporate new words and technological dependent terms.

Muslims holds the importance of Arabic Language in very high esteem with most of their beliefs being inseparable from Arabic. They consider Arabic the divine gift and a sacred part of their customs. They are required to perform five daily prayers in Arabic. Muslims believe that Arabic may be the mother of all languages in the world, being the very first language taught to Adam within the Garden of Eden. Arabic is considered to be one of the oldest languages in the world with a wealth of knowledge that Archeologists to this day are still trying to uncover. Importance of Arabic has roots going back as far as the sixth century. The Middle East has a rich story telling history that has produced some of the most remarkable stories such as the Arabian Nights, Ali Baba, and Aladdin. Arabs have also made significant contributions in such areas as mathematics, navigation, belly dancing, astrology, and architecture.

Arabic is becoming an important language when it comes to operating an international business that's trying to break into foreign markets. Learning Arabic opens up many

employment possibilities in a number of different industries such as oil, travel, fiance, and translation to name a few. Importance of Arabic within the international intelligence gathering community when trying to extract information from highly valued targets and individuals is evident. With this level of high demand they are prepared to pay a lot of money to individuals who utilize this particular important ability. Some businesses want Arabic speakers on-board specifically to contact local Arabic people and to obtain an edge when running a business that might otherwise end up being missed only using English interpretation and discussions.

All languages evolve over time and Arabic is no exception. To indisputably understand the importance of Arabic Language you have to learn the actual language yourself to help to receive the full benefit of this amazing language later. In fact, latest research has shown that learning a second language helps fight against Alzheimer's disease and slows down the aging effects of the brain. Talk about the Importance of language in action!

2.7.5 Some Benefits of Learning Arabic

1. **Arabic is the 5th most commonly spoken native language in the world.** Arabic is the official language of over 20 countries and there are well over 300 million native speakers of the language. These speakers are largely concentrated in the Middle East, but there are minority groups of native speakers throughout the world. It is also an official language of the United Nations, the Arab League, the Organization of Islamic Conference, and the African Union.

2. **Arabic is the liturgical language of Islam.** In addition to the millions of native speakers, many more millions know Arabic as a foreign language, since as the language of the Qu'ran, it is understood by Muslims throughout the world.

3. **There is a high demand and low supply of Arabic-speakers in the Western world.** Relatively few Westerners ever venture to learn Arabic. With the growing importance of the Middle East in international affairs, there is thus an extreme shortage of workers in the West who are versed in Arabic Language and culture. Those who study Arabic can find careers in a variety of fields: journalism, business and industry, education, finance and banking, translation and interpretation, consulting, foreign service and intelligence, and many others. Only 1% of the United States 12,000 FBI agents have any knowledge of Arabic at all, and this includes those who know only a few words.

4. **There are financial incentives for learning Arabic.** The US government has designated Arabic as a language of strategic importance. The National Strategic Language Initiative instituted in 2006 promotes the learning of Arabic (and other languages deemed critical) among Americans through numerous scholarships and supported learning opportunities. These include support for language courses from beginning to advanced levels, study abroad programs, intensive instruction opportunities, teacher exchanges, and professional development.

5. **Arabic-speaking nations are a fast growing market for trade.** Initiatives to integrate the Arab world into the global economy are opening up numerous potential new business opportunities. The Arab region with its rapidly growing population provides a huge export market for goods and services. With a GDP of over 600 billion dollars annually, the region also has much to offer the world market. In order to do business effectively, one must understand the language and culture of the people with whom one hopes to negotiate and conduct trade.

6. **Arabic-speaking peoples have made significant contributions to world civilization.** While Europe was experiencing the relative intellectual stagnation of the middle Ages, the Arab-Islamic civilization was at its zenith. Arabs contributed a great deal to the advancement of science, medicine, and philosophy. Much learning from the Greek, Roman, and Byzantine cultures was preserved for the world through the Arab libraries. Arabs have also made significant contributions in such areas as Literature, Mathematics, Navigation, Astrology, and Architecture. Knowledge of Arabic enables the exploration of this vast body of knowledge in their original language.

7. **The Arab-speaking world has a rich cultural heritage.** The Arab world has its own unique art, music, literature, cuisine, and way of life. Westerners know about belly dance, perhaps have read 1001 Nights, and may have tried some popular Middle Eastern dishes such as hummus or falafel, but Western exposure to the Arab way of life is generally limited. In exploring the Arabic world, one will learn to appreciate its distinct cultural products and practices and one will eventually come to understand some of the values important to the Arabic people, such as honor, dignity, and hospitality.

8. **Knowing Arabic can promote intercultural understanding.** In addition to having limited exposure to real Arabic culture, Westerners are presented with one-dimensional negative stereotypes of Arabic-speaking peoples through the news media, Hollywood films, and other sources. At the same time, events in the Middle East affect our daily lives. Reliance on such false and superficial images can lead to mistrust and miscommunication, to an inability to cooperate, negotiate, and compromise, and perhaps even to military confrontation. Those who learn Arabic gain deeper insights into the cultural, political, and religious values that motivate

people in those cultures. People who know Arabic can negotiate the cultural and linguistic gap between nations, assist in solving and avoiding intercultural conflict, and help businesses successfully engage in international trade.

9. **Arabic influence is evident in many other languages.** The export of concepts, products, and cultural practices from Arabic-speaking peoples is evident in the vocabulary that Arabic has lent other languages. Algebra was invented by Arab mathematicians in medieval times. Such staple products as coffee and cotton came from the Arab world, as well as jasmine, lemon, and lime. Other Arabic loanwords appearing in English denote such diverse things as henna, macramé, lute, mattress, gerbil, sorbet, safari and muslin. The influence of Arabic culture is apparent not only in the English language. Numerous Arabic contributions are also discernible in Persian, Turkish, Kurdish, Spanish, Swahili, Urdu, Tigrinya and other languages.

10. **The United States has a significant Arab-American population.** There are nearly 3.5 million people of Arab heritage residing in the United States. Even just a basic knowledge of the Arabic Language and culture can improve understanding and acceptance of this often misunderstood and misrepresented group of Americans. (Retrieved from GML, 2014)

2.7.6 Challenges of Learning Arabic Language

Adam and Adebisi (2012), indicated that, the structural characteristics of Arabic as compared to other languages studied in the School system in Nigeria, the sociolinguistic context within which Arabic is studied and the language teaching competences of the Arabic Language teacher in Nigeria are some of the variables which affect Arabic education in Nigeria. It is noteworthy that the United States Department categorizes the difficult intensity of Arabic to be Level 3 on a 1-3 rating scale along with languages

such as Chinese, Japanese and Korean while other Semitic languages such as Hebrew and Amharic are placed at Level 2 difficulty. The extreme language diversity in Nigeria where over 250 languages are spoken imposes on the bilingual educator enormous tasks requiring specialized pedagogical knowledge and skills. In view of the numerous challenges facing the subject, Abukakre contends that Arabic in Nigeria is struggling for survival in a difficult terrain**.** In a similar vein, Oladosu reports that the trend in the study of Arabic in formal settings has been fluctuating between 2000 and 2011. He posited that the stiff competition which Arabic faces with English and French as first and second official languages respectively and with Hausa, Igbo, Yoruba and other indigenous languages as Nigerian Mother Tongues offered as School subjects places Arabic within a matrix of the daunting challenges.

Although the teaching process broadly encompasses preparation, presentation, application and review/evaluation, different contents and contexts of learning lend themselves to different approaches and different strategies of instruction. Experts in language teaching, have identified peculiarities of language teaching which distinguish it from instruction in other subject areas. The teaching of Arabic is not only dissimilar to the teaching of most world languages because teaching Arabic as a foreign language constitutes a different task from its general teaching without considering intricacies associated with bilingual or multilingual education. First, Arabic orthography. Arabic is cursive and written from right to left while the Roman script is employed for the orthographic representation of the foreign and Nigerian languages. Secondly, the short vowels of Arabic are invisible except when verbalised. Thirdly, many phonemes of Arabic are lacking in the sound system of most Nigerian languages.

Galadanci (1993), in Garba (2012), the articulation of problems associated with the teaching of Arabic as a foreign language should logically lead to the appropriate

intervention. The situation is aggravated by the unavailability of instructional resources which effectively support teaching and learning. For instance, most of the text books in circulation were designed for use in the Arab world with native speakers in mind. The facilities offered by such books to the foreign learner are thus minimal. In many cases, learners find such texts cumbersome to follow. Perfunctory interest has been shown by local authors to address the need to author suitable books that are tailored to the needs of the Nigerian learner of Arabic. Apart from Naibi Suwayd *Kayfa natadhawwaq al-Adab al-Arabi* only a handful of books available for teaching the rudiments of Arabic. The lack or paucity of funds has been indicated as the main constraint of potential authors.

The major obstacle to effective teaching of Arabic is the gaps which exist in the training of the manpower expected to ensure that teaching Arabic is effective. The lack of qualified professional educators with specialization in *teaching Arabic as a foreign language* is a critical challenge. While there are specialists for the teaching of English for Special Purpose (ESP), English for Academic Purpose (EAP), there is yet to be any attempt to incorporate in the Curriculum the teaching of Arabic for professional purposes. The relative dearth of specialists quantity-wise and quality-wise identified by Abdul earlier referred to several decades ago still constituted a cog in the wheel of Arabic education in Nigeria. Therefore, one major problem of teaching Arabic in Nigeria is the predominance of literature specialists and lack of adequate language experts in Arabic as a foreign language. Substantial number of teachers of Arabic in our tertiary Institutions are more at home in teaching literature, stylistics in Arabic literature, Arabic literary history and so forth. Specialists in teaching Arabic as a foreign language are near non-existent. This has posed a serious threat to the professional handling of teaching of Arabic Language to non-Arab speakers in the country. No

wonder then that the proficiency levels of graduates of Arabic from Universities in the Arab world is not comparable to the levels attained by graduates of Arabic from Nigerian universities.

There is no gainsaying the fact that today, in spite of the continuity and positive change in the enrollment of candidates for Arabic studies in Nigeria, the performance in Arabic Language in Nigeria is drastically dwindling. It is interesting to note that Institutions in the Arab world especially in Saudi Arabia, Sudan, and perhaps Egypt now emphasize the training of teachers of Arabic as a foreign language as obtainable in the Western world particularly United States of America and Europe where their programs provide for the teaching of Arabic as a foreign language. The fact of the non-availability of Specialists in the linguistic study of Arabic and its pedagogy is further corroborated by the lopsidedness in the research output of Lecturers in Arabic in Nigerian tertiary Institutions. The research focus of the Lecturers has tilted more to the literary aspect rather than the linguistic aspect.

Musa (2012), identified a minimum of nine consonants lacking in six Nigerian languages (Kanuri, Gbagi, Ijaw, Hausa, Igbo and Hausa). Fourthly, the morphology is complex and inflected as reflected in its three cases and eight noun declensions. Since a second language is ultimately learnt in the context of the first and in view of the status of Arabic as L3 or L4 in most Nigerian learning contexts, the effectiveness of instruction in this linguistic context is suspect. This research studies the challenges associated with the teaching of Arabic in Nigeria as a foreign language and consequently recommend appropriate interventions in the light of the material and human resources required for teaching a second language in a developing country such as Nigeria.

2.8 Effect of teacher's qualification and experience on the Students' performance in language learning

The success of any Curriculum implementation, particularly language learning depends on the intrinsic values of the teacher. This value can be measured through the performance of the Students who have gone through the programme. Prodomou (1994), Jill (1995) and Roger (1995) in Musa (2012), believed that the teacher's personality, knowledge of the target language, professional qualifications, and teaching style, along with the attractiveness of his/her lessons and his/her ability to give clear explanations are among the chief factors leading to a successful, and motivating classroom environment.

In terms of teacher experience and teacher effectiveness, a teacher cannot impact what he does not know. A teacher who knows his subject matter commands the respect of his Students. According to Abdul (2012), many oral Arabic Language teachers do not show mastery of the content of this component of Arabic Language. Abbas (2007), revealed that the qualification and experience of teachers enhanced the performance of Students. According to him a teacher of spoken Arabic determines largely the caliber, quality and success of speech education in Secondary Schools, since a teacher of spoken Arabic is also a teacher of all other component of Arabic Language. It is stated that "All teachers in educational Institutions shall be professionally trained (FRN, 2014). Teacher education shall be structured to equip teachers in the effective performance of their duties. This is to buttress the fact that except teachers at all level are academically qualified and experienced, the goal and objectives of the National Policy on Education will not be achieved".

Adeyemi (2012), observed that "one area in which the implementation of the past and present Curriculum in Nigerian Schools has been handicapped is in the area of lack of

qualified and experienced teachers to teach the different subjects (including, Arabic Language). He suggested that anybody who may be involved in teaching activity should have acquired the minimum knowledge in the area before getting necessary experiences".

In addition to the above, Abubakar (2014), contended that the success in language learning depends above all else on the quality of the model which the teacher sets for his pupils. It is therefore important that oral Arabic teachers should need not only be qualified but undergo continues training and retraining in order to acquire the necessary experience needed to implement the oral Arabic Language Curriculum effectively.

In Kaduna State, the situation does not favour the learning of the Arabic Language. Unqualified and inexperienced teachers flood the area in addition to the lack of equipments in the Schools in terms of teaching facilities and materials. In order to alleviate problems relevant to such situation, some rare teachers create activities that facilitate the teaching conditions in the classroom. According to Da (1993, 1997:54) and (2000:43), in Aje (2007), teachers of Arabic need to be creative, resourceful and innovative by adopting activities that make learning enjoyable and enable Students to develop sensitivity toward the language. Ogunbiyi (2008), claimed that, in Arabic Language programme implementation, the inherent quality of the teacher is of tremendous importance. It is the teacher's role to tactfully enquire about the Student's life and to get other Students interested in them so that the Student may feel at home in the classroom. Johnson (2006), maintained that; a good teacher should be endowed with a robust reasoning and be able to repeatedly ask himself/herself the following guiding questions:

1. Who am I as a teacher?
2. Who are my Students? How do they experience my teaching?

3. What do I know about my teaching context?
4. What do I know about the subject matter content that I teach?
5. Why do I teach the way that I do?
6. What are the consequences of my teaching practice for my Students?
7. How do I make sense of theoretical knowledge?
8. Who is my professional community?
9. What sort of change do I see as fit for my own teaching?

Appropriate answer to the above questions may provide insight into the teacher's personality. "By doing so, teacher remains lifelong Student of teaching… (and) are able to articulate reasons why they teach the way they do," (Johnson, 2006). The use of language requires a great number of activities to be carefully integrated. The Arabic teacher makes this possible through increasing his/her knowledge by reading and thinking out ideas, and by listening to and watching good performance; and most the importantly by practicing his/her skill and thus improving it. In Kaduna State , most of teachers are not qualified teachers. The job of teaching is not valued at all. Only people who have lost all hope in other job perspective turn to teaching. "In such a context, motivation becomes the bottom of worries", (Akinbode, 2006).

The majority of teachers take it for granted that it is the responsibility of linguist (textbook writer) as a theorician, and the Language Curriculum planner to find solution to classroom problems and discover new ways of approaching various practical issues (ignoring at once their role in the spread of the innovative modes of teaching", (Rinvolucri, 2006). Oladele (2008), advised the language teachers to "have the responsibility to mediate changes in pedagogic practice so as to increase the effectiveness of language teaching". He further adds that "such mediation depends on understanding the relationship between theoretical principles and practical techniques".

The poor quality of teachers in Kaduna State due to the mode of recruitment is such that many of them simply carry out the instructions in the teacher's book to the letter, with failure "to understand the underlying theoretical assumption of the tasks they are asked to perform", (Oladele, 2008). Mediocre teacher teach either a textbook or the syllabus of an examination or some of each in contrast to Deckert (2006), who argued that "the effective language teacher is to rely on a sound knowledge of the structure of the language of instruction and the foreign language (target language). Knowing the contrastive differences between mother tongue and foreign language (Arabic) enables the teacher to diagnose Students' errors; and be prepared to prescribe corrective drills with clear and satisfying explanations.

It is incumbent on the foreign language teacher to study the Student's pre-entry in the second language for evidence of introductory preparation in the third language (the foreign language). Unfortunately this endeavour requires more experience and quality, two things that are missing in Kaduna Arabic Language teaching climate. Any language teaching cannot be effective if teachers are not able to account for the specificities of the language situation. The teacher is in a better position than the textbook writer to know his/her pupils' need, what their interests are and what should be done to adjust the requirements of the School Curriculum, (Ajala, 2006).

Teachers of foreign language can motivate their Students by being observant, understanding, informed and tactful. Gurrey (2006), insisted on the foreign language teacher's motivation. He argues that the teacher's quality is an important input in effective learning since high quality output requires input in high quality. But according to him, qualification is not enough for Students' good performance. A qualified teacher of foreign language, apart from having professional qualification must be interested and self-satisfying in the job of teaching. He concludes that a good foreign language teacher

should be dutiful, committed to the task of teaching; she/he should also be equipped enough with various instructional methods for an effective transmission of knowledge. These suggestions of Fengying are practically difficult to work in Kaduna State where there is no adequate provision of fund or other incentives to boost the teachers' motivation in teaching field. Whereas Olaofe (2006), noticed that "qualitative education is a natural extension of the teacher's work environment, pride of service, assurance of integrity, employment orientation that is positively reinforced and rewarded, as well as opportunity for continuous staff development".

According to Gurrey (2006), Deckert (2006) and Ross (2007), the three things that a good teacher needs for his language lessons are:

i. a knowledge of the best and most effective methods to use;
ii. an understanding of the purpose and aim of each method he uses;
iii. and confidence and skill in his handling of them, with perseverance and courage to carry on the work with good humour and enjoyment.

2.9 Formative Assessment Strategies

Observations: Observations are one of the simplest ways for us to measure if the Students understand the content. Observations can be done in any content area by teachers and but especially in the world language classes. When doing observations as a form of formative assessment, it is most effective if you are assessing one particular process skill or content knowledge objective. Keep in mind what you are looking to observe your Students doing. Taking notes to reflect on during or after a lesson can help you make adjustments to future lessons.

Rapiditos: Rapiditos is a great activity teacher use in the classroom every day. Many teachers use it as a bell work activity and they have their own name. Teacher uses it for

different reasons, like formative review and classroom management. Students come to the classroom every day and they know that a small task on the board called Rapiditos is waiting for them. They come in and right away they start working. Most often, the Rapiditos are a review of a previous class. Teacher will have music playing on the background and when he stops the music the expectations are that the Students are done with the activity and the attendance is already taken. When the music stops the class starts. After the allotted time has passed, teacher collects the Rapiditos and quickly scan to see Students answers to gage if they understood the previous lesson. He also discuss the answer with the class and if applicable have Students explain their thinking when answering the question.

Questioning: Questioning is something that occurs daily in almost every classroom. However the purpose and use of questioning by the teacher may not be as consistent. Questioning is a quick and effective way to assess our Students learning and understanding. Asking high level thinking questions to Students helps them to achieve better level of comprehension on different subjects. When using questioning as a formative assessment, give Students enough time to think or find the answer and not just give the answer quickly when Students do not immediately respond. Questions of this class engage Students in classroom conversations that increases Student learning. As a teacher always try to have some questions in the classroom that can help Students to think deeper in order to answer the questions and not just yes or no answers. The downfall to questioning as a form of formative assessment is that you are only truly able to assess the Students who have answered your questions.

Quick Poll: Quick poll is a simple formative tool that teacher use in the classroom every day. Contrary to generally questioning techniques, quick poll allows the teacher to gage the understanding and learning of all the Students. Students have a Popsicle

stick on their desks with a laminated piece of paper 3 by 5 inches with one different color on each side (green/red). So when he is looking for a quick answer, like do you understand? He just ask and the Students show him one color for yes (green) and the other for no(red). This strategy helps the teacher to not waste time walking around the classroom and asking every Student if they know what they have to do or if they understood, with just one quick look the teacher know exactly where he has to go and which Students to help first. Also it really helps those Students that don't want to say aloud that they don't understand. The teacher also use the quick poll activity in small formative quizzes with yes/no, agree/disagree and true/false questions.

Constructive Quizzes: Every week teacher tries to have two different quizzes, one formative and one summative. These two quizzes are different, but assess the same subject. The constructive quiz is always on the board and the Students just have a piece of paper with the numbers' questions. The Students answer the questions and after they are done, we go through the quiz and answer every question. Students can see what they got wrong right away and receive instant feedback. The teacher do this so that he can assess which learning targets Students are struggling with and what may need to be taught differently. These quizzes are also to serve as a self-assessment for Students so that they can pinpoint what areas they need more help in.

Practice Presentations: Speaking is a very important part of learning a new language, that's why in the classes there are a lot of presentations where Students use the language. Students learn tenses and vocabulary and they create their real life situations dialogues. Teacher gives them many opportunities to practice in groups or with a partner. When giving a presentation as a summative assessment, it is a good idea to have Students given a practice presentation where they can get feedback and constructive criticism from their classmates and the teacher. As a teacher, you can

measure a Student's progress and give assistance to those struggling in any particular area of the presentation.

Four Corners: Four Corners is another quick formative assessment of the entire class. It can be used with a variety of different topics with a variety of different assessment objectives. It can be used for simple content understanding to higher-level thinking and more controversial topics. Teacher uses the four corners strategy in the classroom to create discussions in the target language and learn more about Student's ideas and beliefs. Also depending on the kind of question or discussions established, the activity can take Students to a deeper level of thinking. An examples of how the four corners of the classroom can be labeled as Strongly Agree, Agree, Disagree, and Strongly Disagree or multiple choice with A, B, C, and D.

Graphic Organizers: In Spanish classes teacher uses many different organizers. Graphic organizers helps Students organize their understanding and the content being taught. They can also help Students make connections and inferences in the subject area. Graphic organizers take many different forms and can be used during different parts of instruction. They can be used as a pre-assessment to measure Students' background knowledge on the content or learning objectives. It can also be used during a lesson to measure Students learning and comprehension. Graphic organizers can also be used by Students as a form of note-taking and self-assessment. Finally they can be used as a formative or summative assessment at the end of a unit.

Reloj de amigos: Reloj de amigos is a simple formative assessment strategy that can be inserted within a lesson. Students receive a word sheet from the teacher that has a clock on it. The Students need to walk around the class and make appointments at different hours with the same people. When we have an activity, assignment or project,

the teacher just needs to say, you have an appointment at 5 o'clock, and Students need to move around the classroom and find their partner. This assessment tool allows teacher to observe Students with different partners. He can assess their ability to work in pairs as well as observe their understanding of the content as they work with their partner on questions or activities. (Natalie, (2012).

2.10 Formative Assessment in Second Language/Foreign Education

Formative assessment is "a process to help instructors understand their Students' day-to-day learning and develop appropriate interventions to improve that learning." (Education Digest, 2011). Therefore, formative assessment should be the base for all our future instruction and assessment. Effective teachers already do many activities and assessments in their classroom on a daily basis that can serve as formative assessment. Formative assessments give us feedback that shape how teachers continue with their lessons. Unfortunately, many teachers do these assessments, look at the results, and continue to the next lesson regardless of Students' understanding, (Dirkson, 2011). In order for an activity or an assessment to be considered formative its purpose must be for assessing Student learning not what Students have learned. Assessments that are graded are generally considered summative assessments because they are measuring what Students have learned. This does not mean, however, that written assessments cannot be used as formative assessments. The purpose behind the assessment dictates its form.

Formative assessment is an essential part of being an effective teacher. Just as the Wisconsin State Standards state, teachers must be reflective practitioners. Teachers must reflect every lesson, how each lesson went, and whether learning targets achieved successfully. Formative assessment helps to reflect not only after a lesson but also during a lesson. An effective use of formative assessment is when teachers are able to modify their lessons immediately based on the feedback received from the Students in

an activity or assessment. In the article *Formative Assessment: Not just another test* the author states that, "Reinstruction does not mean that you say it louder or more slowly. It means teaching something differently to meet the needs of the learners in your class" (Education Digest, 2011). On this topic, Dirksen (2011) wrote in her article *Hitting the Reset Button,* formative assessment allows us to give our Students constructive criticism designed to improve their performances as well as provide us with data that can help improve our own instruction.

Feedback, as mentioned by Dirksen (2011), is fundamental to effective formative assessment. In the article *Online Formative Assessment in Higher Education*, authors Gikandi, Marrow, and Davis noted seven essential elements of effective formative feedback: 1) helps clarify what good performance is, 2) facilitates the development of self-assessment in learning, 3) delivers high quality information to Students about their learning, 4) encourages teacher and peer dialogue around learning, 5) encourages positive motivational beliefs and self esteem, 6) provides opportunities to close the gap between current and desired performance, 7) provides information to teacher that can be used to help shape teaching. These elements help formative assessment facilitate a more Student centered learning atmosphere.

Formative assessment was first used by Scriven (1967), but studies focused on formative assessment in ESL and EFL classes started in 2000. Formative assessment is integrated in learning and teaching, so a great part of classroom assessment is formative. However, classroom assessment has not been defined clearly, as most of the texts about this type of assessment define it in terms of its formative or summative potentials (Fulcher & Davidson, 2007). Formative assessment will be a critical tool for the Arabic as a Second Language (ASL) classroom. Because much of the formative assessment we do in content area classrooms is oral, it becomes even more critical when working with

Arabic Language Learners (ALLs), especially those with low proficiency levels, to use varying types of formative assessment when creating lessons. Many teachers believe that because ALLs may lack the necessary academic vocabulary needed to express their understanding of a concept, this translates to not understanding or a lack of learning. What these teachers are not aware of is the time it takes for ALLs to develop Cognitive Academic Language Proficiency (CALPS). It takes many years for ALLs to develop this academic language and therefore we must provide sufficient scaffolding in our lesson delivery as well as in our assessments.

As ASL teachers, weather we are in a contained classroom or co-teaching, we must have a number of formative assessment tools that will allow us to accurately assess our Students' learning and progress. These tools must allow Students to demonstrate and communicate their understanding of content by using means of communication other than verbal communication. Using formative assessment that allows Students to draw pictures or act out content to demonstrate understanding is an effective way to measure if learning has taken place. Visual representation is an extremely effective form of formative assessment. In this type of assessment, Students use pictures or drawings or even dramatic visual representation to demonstrate learning of the content area. The researcher found this to be extremely effective for language learners. In the researcher's experience, even for ALLs with higher proficiency levels may seem to have demonstrated understanding verbally but are merely repeating or rephrasing what they have read in text books and heard from the teachers, but do not have full understanding of the content when asked to demonstrate visually.

It must also be kept in mind when assessing all Students including ALLs to use a variety of different assessment tools. Our Students have varying learning styles and multiple intelligences, attempt should therefore be made to access different approaches

to formative assessment in order to accurately assess if learning has taken place. With the knowledge gained from these formative assessments, teachers can properly plan and provide the support these Students need linguistically and in the content.

2.11 Empirical Studies

A number of empirical studies related to the research work were reviewed with a view to make it clear as to the gap existing in the literature for this study to fill. They include: The work carried out at Port-Harcourt by Onunwa (2009). The researcher's topic was "Assessment of the Teaching of English in Secondary School". The study investigated the problems associated with the teaching of English Language and suggestions were made on how to ameliorate the situation. A reliable and validated twelve (12) item Likert type questionnaire was administered on fifty two (52) English language teachers. Result showed that some factors such as: Teacher qualification; Teacher motivation; Teacher training/retraining; and Lack of instructional materials were responsible for poor teaching of English language in Secondary School.

The researcher therefore gave the following recommendations that: Only academically qualified teachers should be employed to teach English Language; The welfare of teachers (not just salaries) should be adequately catered for and English Language teachers should be placed on special salaries; Provision should be made for in-service training and retraining of English Language teachers; and Appropriate instructional materials should be provided by government.

The reviewed work is closely related to the current study in that both the studies focused on improving the teaching and learning of language. However, while the former focused attention on all aspect of English Language and was limited to teachers, the current study focused attention on the oral aspect of Arabic Language. It was also observed that

oral Arabic was not placed on the School time table which many Arabic Language teachers neglect. The finding on academic qualification is dissimilar, while the previous research study found out that some English Language teachers were not academically qualified to teach English Language, the current study found out that most Arabic Language teachers were academically qualified to teach Arabic Language, they only lacked experience having spent only a short time on the job. There was need for constant training and retraining of teachers. It is therefore imperative that a separate period for oral Arabic be placed on the School time table. This will serve as an on the job training for Arabic Language teachers who will gain more knowledge in the process of teaching oral Arabic. Although, the previous study did not consider the availability of instructional materials and conclude that they were inadequate, in agreement with the previous work this instructional materials should be adequately provided for effective teaching and learning of oral Arabic.

Equally, Mohammed (2007), carried out a study titled "Factors affecting the quality of Arabic Language Teaching and Learning in Nigerian Secondary Schools". The study adopted a descriptive survey research design. A reliable validated twenty (20) Likert type questionnaire was administered on ten (10) Arabic Language teachers. The data was analyzed using frequencies and percentage. The following findings emanated from the study: Arabic Language teachers do not frequently use modern instructional materials; Language laboratory is not available in any Secondary School in Nigeria; and Students learn under harsh environment which is often rowdy, congested and noisy.

The study is similar to the current one in that both of them focused on improving the teaching and learning of Arabic Language. However, whereas the previous study focused attention on all the component of Arabic Language and questionnaire were administered only on teacher respondent, the current study focused attention only on

one component (oral) of Arabic Language and questionnaire were administered on both the teachers and Students on the foreign scene.

Muhusan (2011), carried out study on the method of teaching oral English course at a collage in Taiwan. The findings showed that certain methods had positive impact on the Student's language performance. This method includes remedial teaching, group oral presentation and participation in drama/play-lets. The group oral presentation had greatest influence on improving Students speaking ability. The reviewed work is related to the current one in that both focused attention on improving the teaching of oral English. However, the former focused attention on factors that affected the implementation of oral English Curriculum. The implication of the reviewed work is that the findings could be adopted to the teaching of oral English in Junior Secondary Schools, for instance, instead of boring repetitions of individual sounds, teachers can adopt other methods of teaching oral English such as Students participation in drama/play-lets, group/individual oral presentation and remedial teaching.

Sakola Issa (2009), carried out a research on the "Teacher Assessment of the Implementation of the English Language Curriculum in Junior Secondary Schools. The research design adopted was survey. The population of the study comprised of 90 English language teachers and 18,510 Students among which the final year Students (2,383) were involved. The sample sizes were 80 English Language teachers and 250 Students.

Questionnaires were administered to the teachers and Students. Spearman's Rho Correlation Coefficient and T-test were used to analyze the data. It was assessed and found that teachers had different opinions on the implementation process and the performance of the Students was not correlated to some variables investigated. It was

therefore recommended that more attention should be given to the teaching and learning of the English language by providing more stimulating opportunities in the process. This would enable the teachers to be more committed to the tasks and the Students to be more interested in the English language. And the following recommendations were made for this study based on the findings and conclusion;

1. Adequate and sufficient facilities should be provided, particularly in the rural areas in order to motivate teachers who teach English language;
2. Programmes of training and re-training of the teachers should be planned and executed by the government through supervisory section of the government; and
3. Government should recruit as many full-time teachers as it is possible to improve the English language teaching and learning via experience and qualification of the teachers.

The relevance of this study to the present one is that, the previous research was carried out to assess the teacher in the implementation of English Language Curriculum, also the present one is assessing the Arabic Language Curriculum implementation in achieving speech proficiency in oral Arabic. This study has relationship with the present study because both the studies focused on improving the teaching and learning of language, and this study differ from the present study in using the instrument whereby in the previous study, only one instrument was used that is questionnaire and the present one used two types of instrument that is questionnaire, and observation.

Ahmad (2010), carried out his research on "An Assessment of the Hausa Curriculum Implementation for Junior Secondary School in Kwara State. The study focused on the different variables by which proper Curriculum implementation can enhance academic performance of Students in Secondary School Hausa language.

The research method adopted in gathering data for this study was a descriptive survey method. The population of the study consisted of all Hausa teachers in Secondary Schools of the state especially in government's Schools. Instrument used in the study was teachers questionnaire and observation schedule. The data analysis was done using descriptive, Pearson product moment co-efficient of correlation and the following findings were emanated from the analysis of the data:

1. The findings from the respondents opinion which corroborated that of the observation, reported that Hausa language teachers' motivation and other teachers are generally poor. Therefore as a result of assessment, it was found that there is poor implementation of the Curriculum in Kwara State;
2. Many teachers (51.7%) do not have pre-requisite teaching qualification in Kwara State Secondary Schools. This result in poor teaching and poor handling of Curriculum materials; and
3. It was evident that due to ill-equipped Science laboratory in Secondary School in the State, the extent of Hausa Curriculum implementation is poor.

On the basis of the findings of this study the following recommendations were made:

1. That aspect of teachers' motivation should be improved upon, as it determines the extent of Curriculum implementation in languages at the Secondary School level;
2. It is significant that teachers should be engaged in teaching with a particular qualification. They should be given professional recognition and legal backing to checkmate fraudulent means by which its members acquire their certificates; and
3. Teachers should be trained and re-trained accordingly from time to time.

Ajidagba (2013), investigated on the "Students Competence in Arabic Language as a Predictor of Performance in the Junior Secondary School Islamic Studies" where he found out that there was no significant difference between the performance in Islamic Studies of Students who offered Arabic along with Islamic Studies and those who offered Islamic Studies alone. It was also found that there was a positive relationship between the Students' scores in both Arabic and Islamic Studies.

The following recommendations were made:

1. In the light of the foregoing, and in order to expose Students to the reality of the contents of the Curriculum of Islamic studies, real Arabic text should be integrated into the examination system. In this wise, it would be desirable *to* encourage Students to offer Arabic along with Islamic studies;
2. Textbooks in Islamic studies should be written in a way that Arabic would be emphasized instead of transliteration. The fact that Arabic and Islamic studies are intertwined should not make Arabic Students to be over-confident in any examination in Islamic studies, especially, in a competitive test like the JSSCE. This is because English is the language of instruction and this may not make any significant difference to those who do not offer Arabic; and
3. It is strongly recommended that the system of examination be improved upon to include a reasonable percentage of essay items that would involve writing in Arabic. This will sensitise the Students to the necessity of knowing Arabic early enough.

Garba (2012), the study is closely related to the current one because both of them focused on improving the teaching and learning of Arabic Language. The former focused attention on all the aspects of Arabic Language and more respondents were used which included teachers and Students for the study. However, while the former

study used only one instrument for the study, the current one used two instruments, that is questionnaire and observation. In his work titled "Problems of Teaching Arabic Language in some Selected Secondary Schools in Samaru District, Between 2005 – 2011", discovered that, shortage of Arabic textbooks, lack of qualified teachers and shortage of funds are among the major causes of the problems of teaching Arabic Language. Other causes of the problems of teaching Arabic Language faced by the individual Arabic teacher and as discovered by the study include: poor remuneration from the government, lack of enough teaching material and poor Students' background in Arabic Language among other things are among the contributing factors of the problems.

In his research, questionnaire was used as the instrument for data collection, the target population was variety of teachers teaching Arabic Language and Students studying the language in Secondary Schools in Samaru District. The sample size were Government Secondary School Bomo and Islamic Trust of Nigeria Zangon-Shanu. From his findings; government negligence of the teaching profession in general and that of Arabic Language in particular is the responsible factor for the prevalence of these accumulated problems in the teaching of Arabic Language; Preference is given to English language over Arabic Language despite the demands of people to have the knowledge in Arabic Language in the study area.

Based on these, the following recommendations were made:

i. Government should take teaching of Arabic Language in its public School as important as the languages, through the provision of reading and teaching materials needed in the subject;
ii. Primary School Curriculum should be reviewed so as to include the teaching of Arabic Language to primary School pupils;

iii. Workshops and Conferences should be regularly organized on the need and dynamism of teaching Arabic Language among the Secondary teachers that teach the language; and

iv. Salary structure of the teachers should always be reviewed in order to meet the current challenges facing the teachers.

Ibrahim (2010), carried out a study titled "Factors affecting the Quality of Arabic Language Teaching and Learning in Nigerian Secondary Schools". The study adopted a descriptive survey research design. A reliable validated twenty (20) Likert type questionnaire was administered on ten (10) Arabic Language Teachers. The data was analysed using frequencies and percentage. The following findings emanated from the study:

i. Arabic Language Teachers do not frequently use modern instructional materials;

ii. Language laboratory is not available in any secondary School in Nigeria; and

iii. Student learn under harsh environment which is often rowdy, congested and noisy.

The study is similar to the current one in such a way that both of them focused on improving the teaching and learning of Arabic Language. However, the previous study focused attention on all the components of Arabic Language and questionnaires were administered only on teachers respondents, whereas the current study focused attention only on one component of Arabic Language i.e. oral and questionnaire were administered on both teachers and Students.

Usman (2013), also conducted a research on evaluation of the methods and materials for developing English Oral Skills in JSS II. The following findings emanated from the data analysis:

1. There was significant difference between the methods used in developing oral skills;
2. There was significant difference in the performance of Students in oral test;
3. The difference between instructional materials used in developing oral skills is significant; and
4. There was no difference between the methods used by trained and untrained teachers.

This study converged with the present one. In both present as well as in the previous studies, teachers and Students were involved. Also the government should play a very vital role in the attainment of educational objectives, and both studies focused on one of the language skills, that is oral skill.

Nuhu (2012), carried out a research on the role of classroom teachers in implementing Junior Secondary School Curriculum. The following findings emanated from the analysis of data:

1. The teachers' preparation does not guarantee commitment towards the implementation exercise;
2. The teachers' years of experience is independent of qualification as regard to teachers' willingness to implementing the JSS Curriculum;

3. The effectiveness of teachers in the implementation exercise depends on their involvement in the planning exercise;

4. Teachers in urban Schools received more information on the new syllabus than teachers in rural areas; and

5. The male teachers did not have more desire than their female counterparts in implementing the sysllabus .

This study converged with the present one, both studies discuss about the role of teachers in the implementation of Curriculum in JS level. The current study diverged from the previous one, as the previous study discuss about urban and rural areas while the present one is not.

2.12 Summary

This chapter has succeeded in reviewing related literatures which is the main focus of this chapter. It discussed the introduction of language teaching generally and also the meaning of Curriculum in general, which defined the meaning of Curriculum siting different authors. There is an explanation about the concept of Arabic Language assessment after defining the meaning of assessment in general. The language learning is very important issue that was discussed in this chapter, the Arabic Language proficiency after discussing about proficiency in general the chapter studies in Arabic Language education in Nigeria and the importance of learning Arabic Language, where we have seen the levels that Arabic Language occupies in Nigerian education. Lastly the chapter discussed about formative assessment in second language/foreign language education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research focuses on the assessment of speech proficiency in Arabic Language among Junior Secondary School Students in Kaduna State. This chapter presents the general procedure for the conduct of the study. The methodology, therefore, was discussed under the following headings: research design, population of the study, sample size and sampling procedure, instrumentation, pilot study, methods of data gathering and method of data analysis.

3.2 Research Design

The research design adopted for this study is the descriptive research design, involving survey research. This made it possible to administer questionnaire to many respondents at the same time and to conduct an oral interview. Abiola (2008) writes "survey research involves gathering data from a population at a period. From the total population, a carefully selected sample having traits and characteristics of interest is drawn. Influences are drawn from the study of the sample using appropriate statistical techniques". The method was chosen because the research involves gathering research data from several Students at a given frame of time. Moreover, it was an effective way of gathering data from different sources within a short time at a relatively cheaper cost.

3.3 Population

Kaduna State Ministry of Education has a total number of twelve (12) Education Zonal Offices. But for the purpose of this research exercise, attention will be focused on three educational zones; Zaria in Zone I, Kaduna in Zone II and Rigachikun in Zone III as the target population. Thus, target population for this study comprised of all Secondary

Schools that are offering Arabic in the three (3) Educational Zones of Kaduna State, all Arabic Students of JS II and all Arabic teachers of these Schools as well as Principals. Zone I, that is Zaria Educational Zone has a total number of twenty-four (24) Public Junior Secondary Schools that are offering Arabic Language. In Zone II that is Kaduna Zone, has a total number of fourteen (14) Public Junior Secondary Schools that are offering Arabic Language. In Zone III that is, Rigachukun Zone has a total number of ten (10) Junior Secondary Schools that are offering Arabic Language.

Therefore, the researcher discovered that there are fourty-eight (48) Junior Secondary Schools that are offering Arabic Language in the three Educational Zones in Kaduna State with the population of three thousand, two hundred and seven (3207) Students, with total number of sixty-eight (68) Arabic Language teachers, and fourty-eight (48) Principals. Altogether the population for the study is 3,323.

Distribution of the Three Selected Schools.

Table 3.1: Population Breakdown According to the Educational Zones in Kaduna State

S N	Zones	No. of Schools that are offering Arabic Language	No. of Students	No. of Teachers	No. of Principals
1	Zaria	24	1740	37	24
2	Kaduna	14	865	18	14
3	Rigachikun	10	502	13	10
	Total	**48**	**3207**	**68**	**48**

***Source**: Ministry of Education Science and Technology, Kaduna, (2015).*

3.4 Sample and Sampling Techniques

In selecting a sample from the population for the study, six (6) public Junior Secondary Schools from the three educational zones of Kaduna State were selected. From the population of three thousand two hundred and seven Students (3,207), a random sampling of three hundred and twenty one (321) Students were used as respondents for the study. Likewise, nine Arabic teachers of JS II and six Principals were sampled for

the study. All together the sample size is three hundred and thirty six (336). This is supported by Nwana (2000) cited in Ojo (2010) which defined random sampling technique as one which gives an equal independent chance of being selected from the population. In this study the sampling technique consisted of random sampling methods which gives participant's equal chance of being selected and a selection of another will not affect the other. "Random sampling fulfills the conditions of inferential statistics" (Abiola, 2008). This is shown in Table 3.2:

Table 3.2: Sample for the Study

S/N	Name of School	No. of Students	No. of Teachers	No. of Principals
1	Alhudahuda College, Zaria	60	2	1
2	S.I.A.S.S. Karau-Karau	85	3	1
3	G.G.S.S, Kawo	40	1	1
4	Sardauna Memorial College	55	1	1
5	G.G.S.S. Rigachikun	42	1	1
6	G.S.S. Rigachikun	39	1	1
	Total	**321**	**9**	**6**

3.5 Instrumentation

The instrument for this study as earlier mentioned are questionnaire and oral interview. The questionnaire was tagged "Assessment of Arabic Language Proficiency Questionnaire (ASALAPQ)". The questionnaires were designed to elicit responses from the participants. The study questionnaire was divided into two sections. Section 'A' requires information on personal bio-data such as gender, highest qualification and working experience while section 'B' deals with the questions requiring responses in relation to the research work.

In teaching Arabic, the part 2 of section 'B' was about a five point rating opinion scale, which required teachers' opinion about proficiency and performance in Arabic; teaching strategies that is, methods, activities, and instructional materials used in teaching the four skills (speaking, reading, writing and listening). The instrument contained statements, which were made on 4 point modified Likert Rating Scale. This ranged from strongly agree (SA), agree (A), stronly disagree (SD) and disagree (D) with scores that were rated respectively as follows: 4, 3, 2, 1.

The teacher-made test score were also taken into account with the collaboration of Arabic Language teacher and Principals of the different Schools involved in the study, teacher-made test scores of the different subjects of the sample were collected. The researcher randomly selected some respondents from the sample population that is, teachers and Students to engaged them in an organized interview in Arabic Language to assess their proficiency in oral Arabic. In addition, the researcher observed the confidence, anxiety and the personality in which they respond to questions.

3.5.1 Validity of the Instruments

In order to have the correct information for this research, there was the need to test the validity of the instrument used. In the light of this, the researcher submitted the observation check list and the questionnaire to the researcher's supervisors who read and made necessary corrections accordingly before proceeding to the field.

3.5.2 Pilot Study

The researcher conducted a pilot study in order to ensure the internal validity of the instrument used for gathering data. Five (5) Arabic teachers and twenty five (25) Students of Junior Secondary School Kaura were given the questionnaire; the responses of the respondents were thoroughly examined to make sure that none of the questions

was ambiguous. The responses of both the teacher and Students respondents showed that the questions were not ambiguous and the instrument could be used for the study.

3.5.3 Reliability of the Instruments

Reliability of the instrument was established by a test-retest reliability. This procedure according to Gosh (2006) is to measure the degree of consistency the instruments demonstrate over a period of time. A trial test of the instrument was conducted at Junior Secondary School Kaura, Zaria to ascertain the feasibility of the research work and appropriateness of the instrument for data collection. The instruments were administered to five (5) Arabic Language teachers and twenty five (25) Students, to make a total of thirty (30) respondents.

Test of reliability of the instrument was also established using Cronbach's Alpha reliability Technique. The overall reliability of the instrument was 0.769, this shows that the instrument had high reliability and so was used in collecting data for the study.

3.6 Procedure for Data Collection

With a letter of introduction from the Head of Department (Educational Foundations and Curriculum), the researcher solicited for the cooperation of Principal so as to gain easy access to the School, the teachers and Students. With the assistance of two teachers, a research assistant and the permission from the School Principal, the researcher introduced herself and her mission to the teacher respondents in the Staff room after which the jar containing the pieces of papers were frequently joggled for the teachers to dip hand and pick the questionnaire administered on the teachers that picked "yes". This process was repeated in the classroom and the Students that picked 'yes' was assembled and given the questionnaire.

The questionnaire was collected after they were completed, having obtained permission from the School Principal of each of the six (6) Schools involved in the study. The researcher personally interacted with the Students and the Arabic Language teachers of the Schools. These enabled the researcher to observe the Arabic Language teachers and the Students and take appropriate notes. In order to ensure that respondents fill the questionnaire with adequate care, the entire questionnaire was not collected immediately, adequate arrangements was made for the remaining instruments to be completed and returned later.

3.7 Procedure of Data Analysis

The data collected through the questionnaire was analyzed using both the descriptive and inferential statistics. The bio-data of the respondents was analyzed with the use of frequencies and percentages, while the research questions was answered with the use of frequency counts and mean. All the four null hypotheses were analyzed using Kruskal-Wallis at 0.05 alpha level of significance. The non-parametric statistics of Kruskal-Wallis was used because the data gathered was a categorical data that can take on a discrete number of values or categories with no inherent order to the categories.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This study assessed the Arabic Language Curriculum for Achieving Speech Proficiency among Junior Secondary School Students in Kaduna State, Nigeria. Data for the study was collected through questionnaire administration to Principals, Teachers and Students. This chapter contains analysis of data in line with the research questions and research hypotheses.

4.2 Description of Study Variables

Table 4.1 shows the frequencies and percentages of the respondents used in this study which include Principals, Teachers and Students.

Table 4.1: Classification of the Respondents

	Frequency	Percentage (%)
Principals	6	1.8
Teachers	9	2.7
Students	321	95.5
Total	336	100

Table 4.1 revealed the classification of respondents where 6 or 1.8% of the respondents are Principals, while 9 or 2.7% are Teachers and 321 or 95.5% are Students. It was evident in view of this result that Students were more represented in the study.

4.3 Response to Research Questions

This section presents the result of analysis carried out in respect of each of the four research questions. Data collected was analysed using frequency counts and mean. Table 4.2 to 4.5 present the summary of the analysis.

Table 4.2 Classification of the Respondents by Gender

Gender	Teachers		Students	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Male	3	33.3%	112	35.9%
Female	6	66.6%	200	64.1%
Total	9	100%	312	100%

The classification in the table 4.2 revealed that more female were involved in the teaching of Arabic Language in the selected Schools than male teachers. The male only accounted for 33.3% of the teachers while the female were 66.6%. Among Students the female were the dominant group and accounted for 64.1% of the total population of the Students involved in the study. The male Students were only 35.9%. All of the teachers said they have never undergone any training with respect to the Arabic Language.

By the professional qualification, some of the teachers have lower professional qualification (H.I.S) Higher Certificate in Islamic Studies, few have (B.A) and some have Diploma in Arabic Language. None of the teachers involved in the teaching of Arabic Language in the selected School had higher professional qualification (M. Ed).

Table 4.3: Distribution of teacher respondent by academic qualification.

Qualifications	Respondents	Percentage
H.I.S Arabic	5	55.5%
N.D Arabic	3	33.3%
NCE Arabic	Nil	-
B.A Arabic	1	11.1%
B. Ed Arabic	Nil	-
M. Ed Arabic	Nil	-
Total	9	100%

The table above shows that 5 (55.5%) had H.I.S/Arabic, 3 respondents representing (33.3%) had National Diploma, only one from the respondents has B.A in Arabic Language.

In terms of teachers years of experiences, the teachers are classified into ranges of experiences in table 4.4.

Table 4.4 Distribution of teachers respondents by year of teaching experience (Arabic Language)

No. of Years	**No. of Respondents**	**Percentage**
0 – 5	4	44.4%
6 – 10	3	33.3%
11 – 15	2	22.2%
16 and above	-	
Total	9	100%

Table 4.4. shows that 4 of the teachers respondents 4 or (44.4%) were relatively new on the job having taught for between 0 – 5 years, 3 teachers respondents or 33.3% had been teaching for between 6 – 10 years while 2 teachers respondents or 22.2% had been teaching for 11 – 15 years.

Research Question One: To what extent is the level and quality of implementation of Arabic Language Curriculum is achieved in speech proficiency among Junior Secondary School Students in Kaduna State?

Table 4.5: Reponse to research question one.

Opinions of Principals, teachers and Students on the level and quality of implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State.

S/N	**Item Statement**	**SA**	**A**	**SD**	**D**	**Mean**
1.	Arabic Language Curriculum enable Students to gain an elementary understanding of Arabic sentence construction.	102	117	92	25	2.88
2.	The emphasis of the Curriculum is on the spoken language as well as on providing a foundation of basic Arabic script.	97	137	79	23	2.93
3.	The Curriculum afford Students opportunity to	113	127	57	39	2.93

	talk about themselves in Arabic Language.					
4.	The Curriculum presents vocabulary and grammar in a communicative way in a variety of situations.	95	144	62	35	2.89
5.	The objective of Arabic Language Curriculum broadened Students foreign language skills and enable them to explore their potentials.	117	131	51	37	2.98
6.	Arabic Language Curriculum enable Students to be able to compose short dialogues and notes.	98	131	77	30	2.88
7.	One of the key objectives of Arabic Language Curriculum is to develop Students speech skills.	117	122	63	34	2.96
8.	The Curriculum objectives is geared towards making Students recognise common signs and formal indicators.	94	113	84	45	2.76
9.	The Curriculum content helps Students recognize and use Arabic script in context.	109	117	78	32	2.90
10.	The objective of Arabic Language Curriculum provide Students with the opportunity to acquire life-long skills for speech proficiency.	132	141	47	16	3.16

Table 4.5 shows the opinions of Principals, teachers and Students on the level and quality of implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State. The table revealed that the respondents all agreed with the items on the table, since their response mean is 2.5 and above as earlier stated. By implication, the result means that the implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State is low.

Research Question Two: What is the qualification of teachers available for the implementation of Arabic Language Curriculum in achieving speech proficiency among Junior Secondary School Students in Kaduna State?

Table 4.6: Analysis of data collected on research queation two.

Opinions of Principals, teachers and Students on the qualification of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.

S/N	Item Statement	SA	A	SD	D	Mean
1.	Teachers of Arabic Language are quite knowledgeable about Arabic Language Curriculum content.	101	131	69	35	2.49

2.	Only teachers with degree in Arabic Language can implement the Arabic Language Curriculum towards achieving speech proficiency.	32	62	132	110	2.05
3.	Lack of professional skills by Arabic teachers would make the attainment of speech proficiency impossible among Students.	97	142	62	35	1.90
4.	Arabic teachers find the Curriculum content easy to implement due to their long years of teaching experience.	113	127	53	43	2.52
5.	When government recruit qualified teachers the Arabic Students will emerge as effective Arabic speakers.	93	143	73	27	2.40
6.	If Arabic teachers were supervised they will not neglect their work.	121	117	63	35	1.96
7.	If teachers were trained and also attending workshops they will be more encouraged and be effective in enhancing their work.	114	136	69	17	2.03
8.	If teachers are listening to Arabic over the media they will be qualified teachers	121	137	54	24	2.36
9.	Teachers are always active and functional in discovering the way Students can achieve speech proficiency.	141	129	41	25	2.15
10.	Arabic teachers have adequate knowledge of teaching facilities provided as this gave them opportunity to teach well.	136	153	39	8	1.24

Table 4.6 shows the opinions of Principals, teachers and Students on the qualification of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State. The table revealed that the respondents varies in their opinions with regards to this questions as all the response mean is below the benchmark mean of 2.5 as earlier stated. By implication, the result means that most of the Arabic teachers are not qualified to implement the Arabic Language Curriculum in achieving speech proficiency among Junior Secondary School Students in Kaduna State.

Research Question Three: How adequate are the instructional materials provided in Arabic Language Curriculum towards achieving speech proficiency among Junior Secondary School Students in Kaduna State?

Table 4.7: Response to research question three.

Opinions of Principals, teachers and Students on the adequacy of the instructional materials provided in Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.

S/N	Item Statement	SA	A	SD	D	Mean
1.	Total reliance on the use of textbook in teaching Arabic discourages the Students.	98	143	54	41	2.89
2.	Every Student own a personal copy of oral Arabic textbook.	73	69	117	77	2.41
3.	The School authority provides flash cards board papers, props and so on for effective teaching and learning of oral Arabic.	79	98	107	52	2.61
4.	Arabic Language teachers are provided with audio-visual instructional materials for easy teaching of speech proficiency.	93	113	90	40	2.77
5.	Tape recorder are sometimes brought to the class to stimulate Students learning of Arabic Language.	72	84	103	77	2.45
6.	It is believed that the use of textbook in teaching and learning Arabic is the last resort.	97	132	69	38	2.86
7.	The use of Television in Arabic classes will help a lot in achieving speech proficiency among Students.	98	111	93	34	2.81
8.	Students find speaking Arabic very difficult if there is no teaching aid to be used in class.	76	89	109	62	2.53
9.	Arabic Language teachers often use audio-visual materials in order to achieve speech proficiency among Students.	34	43	136	123	1.96
10.	Only visual materials are provided in Arabic Language Curriculum.	107	112	79	38	2.86

Table 4.7 shows the opinions of Principals, teachers and Students on the adequacy of instructional materials provided in Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State. The table revealed that all the questions tested meet the requirement for acceptance with the exception of question 9 that is, Arabic Language teachers often use audio-visual materials in order to achieve speech proficiency among Students, the results revealed that, the teachers are not doing enough in this regard, so the teacher should do more to address this.

Research Question Four: How adequate are the methods used by teachers in the implementation of Arabic Language Curriculum in achieving speech proficiency among Junior Secondary School Students in Kaduna State?

Table 4.8 Analysis of respondent's responses on research question four.

Opinions of Principals, teachers and Students on the adequacy of the methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.

S/N	Item Statement	SA	A	SD	D	Mean
1.	In learning spoken Arabic, the Students find dramatization very helpful in the class.	38	127	57	114	2.14
2.	The Students find reading Arabic very easy if it is done through dialogue in class.	62	127	103	44	1.86
3.	Teachers in my School use story telling when teaching oral Arabic.	114	129	59	34	2.46
4.	The use of drama in teaching spoken Arabic hinders the assimilation level.	99	142	61	34	2.01
5.	The use of question and answer is a waste of time in teaching and learning Arabic.	49	28	122	137	2.15
6.	Students find discussion very helpful in learning Arabic Language.	48	97	131	60	2.41
7.	Teachers chalk and talk method has been conceived ineffective towards learning of Arabic Language.	112	137	44	43	1.95
8.	Role play is very effective for oral Arabic teaching.	87	94	111	44	1.67
9.	Arabic teachers are qualify for the use of diverse innovative methods towards achieving speech proficiency among.	47	136	114	39	2.07
10.	Oral Arabic teachers in my School use drills thereby making pronunciation lessons very interesting.	117	147	41	31	2.04

Table 4.8 shows the opinions of Principals, teachers and Students on the adequacy of methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State. The table revealed that the respondents varies in their opinions with regards to this questions as all the response mean is below the benchmark mean of 2.5 as earlier stated. The implication of this result that most of the Arabic teachers are used to chalk and talk method in teaching Arabic Language Curriculum which impedes achieving speech proficiency among Junior Secondary School Students in Kaduna State.

4.4 Hypotheses Testing

Kruskal-Wallis was used to analysed all the four hypotheses raised for this study at 0.05 level of significance. The summary and interpretation of the analysis are presented in the following tables.

Hypothesis One: There is no significant difference in the opinion of Principals, teachers and Students in the level and quality to which the implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State.

To test this hypothesis, Kruskal-Wallis statistics was used to analyzed the responses obtained from Principals, teachers and Students on the level of implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State. The result is presented in Table 4.6.

Table 4.9: Summary of Kruskal-Wallis test on the level and quality of implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State

Variable	Group	N	Mean Rank	Chi-square (χ^2)	α	df	P-value	Decision
Extent to which the lelvel and quality of implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State.	Principals	6	24.22	62.271	0.05	2	0.002	Rejected
	Teachers	9	13.11					
	Students	321	30.44					
	Total	**336**						

Table 4.9 revealed the Kruskal-Wallis test calculated to determine the significant difference in the opinions of Principals, teachers and Students with regards to the level and quality of implementation of Arabic Language Curriculum achieved for speech proficiency among Junior Secondary School Students in Kaduna State. The table shows

the group (χ^2 = 62.271, p = 0.002 at 2 degrees of freedom), this result means that a statistically significant difference exists in the opinions of respondents with regards to the level and quality of implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State. The implication of this result is that, the level and quality of implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State is low.

Hypothesis Two: There is no significant difference in the opinion of respondents on the qualification of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.

To test this hypothesis, Kruskal-Wallis statistics was used to analyzed the responses obtained from Principals, teachers and Students on the quality of teachers available for the implementation of Arabic Language Curriculum towards achieving speech proficiency among Junior Secondary School Students in Kaduna State. The result is presented in Table 4.10.

Table 4.10: Summary of Kruskal-Wallis test on the qualification of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State

Variable	Group	N	Mean Rank	Chi-square (χ^2)	α	df	P-value	Decision
Quality of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.	Principals	6	40.30	15.088	0.05	2	0.192	Retained
	Teachers	9	46.31					
	Students	321	68.03					
	Total	**336**						

Table 4.10 revealed the Kruskal-Wallis test calculated to determine the significant difference in the opinions of Principals, teachers and Students with regards to the qualification of teachers available for the implementation of Arabic Language Curriculum in achieving speech proficiency among Junior Secondary School Students in Kaduna State. The table shows the group (χ^2 = 15.088, p = 0.192 at 2 degrees of freedom), this result means that there is no significant difference in the opinions of respondents with regards to the qualification of teachers available for the implementation of Arabic Language Curriculum in achieving speech proficiency among Junior Secondary School Students in Kaduna State. The implication of this result is that, most of the Arabic teachers are not qualified to implement the Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.

Hypothesis Three: There is no significant different in the opinion of respondents on the adequacy of instructional materials provided in Arabic Language Curriculum for

achieving speech proficiency among Junior Secondary School Students in Kaduna State.

To test this hypothesis, Kruskal-Wallis statistics was used to analyzed the responses obtained from Principals, teachers and Students on the adequacy of instructional materials provided in Arabic Language Curriculum in achieving speech proficiency among Junior Secondary School Students in Kaduna State. The result is presented in Table 4.11.

Table 4.11: Summary of Kruskal-Wallis test on the adequacy of instructional materials provided in Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State

Variable	Group	N	Mean Rank	Chi-square (χ^2)	α	df	P-value	Decision
Adequacy of instructional materials provided in Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.	Principals	6	37.31	113.40	0.05	2	0.004	Rejected
	Teachers	9	88.04					
	Students	321	48.23					
	Total	**336**						

Table 4.11 revealed the Kruskal-Wallis test calculated to determine the significant difference in the opinions of Principals, teachers and Students with regards to the adequacy of instructional materials provided in Arabic Language Curriculum towards achieving speech proficiency among Junior Secondary School Students in Kaduna State. The table shows the group ($\chi^2 = 113.40$, $p = 0.004$ at 2 degrees of freedom), this result means that a statistically significant difference exists in the opinions of respondents with regards to the adequacy of instructional materials provided in Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.

Hypothesis Four: There is significant difference in the opinion of respondents on the adequacy of methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.

To test this hypothesis, Kruskal-Wallis statistics was used to analyzed the responses obtained from Principals, teachers and Students on the adequacy of methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State. The result is presented in Table 4.12.

Table 4.12: Summary of Kruskal-Wallis test on the adequacy of methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State

Variable	Group	N	Mean Rank	Chi-square (χ^2)	A	df	P-value	Decision
Adequacy of methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.	Principals	6	55.17	8.772	0.05	2	0.075	Retained
	Teachers	9	62.99					
	Students	321	59.32					
	Total	**336**						

Table 4.12 revealed the Kruskal-Wallis test calculated to determine the significant difference in the opinions of Principals, teachers and Students on the adequacy of methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State. The table shows the group (χ^2 = 8.772, p = 0.075 at 2 degrees of freedom), this result means that there is no significant difference in the opinions of respondents on the

adequacy of methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State. The implication of this result is that most of the Arabic teachers are used to chalk and talk method in teaching Arabic Language Curriculum which impedes achieving speech proficiency among Junior Secondary School Students in Kaduna State.

4.5 Summary of Major Findings

The study revealed that significant difference:

1. Existed in the extent of implementation of Arabic Language Curriculum for the attainment of speech proficiency among Junior Secondary School Students in Kaduna State ($\chi^2 = 62.271$, $p = 0.002$).
2. Did not existed in the qualification of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State ($\chi^2 = 15.088$, $p = 0.192$).
3. Existed in the adequacy of instructional materials provided in Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State ($\chi^2 = 113.40$, $p = 0.004$).
4. Did not existed in the adequacy of methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State ($\chi^2 = 8.772$, $p = 0.075$).

4.6 Discussion of Findings

In the forgoing analysis of the data from the teachers and Students on the assessment of Arabic Language Curriculum implementation for achieving proficiency among Junior

Secondary School Students in Kaduna State. It was revealed that more female were involved in the teaching of Arabic Language in the selected Schools than male teachers. It was also observed that by the professional qualification, some teachers have lower professional qualifications (H.I.S) Higher Certificate in Islamic Studies. Some have National Diploma in Arabic Language, very few have B.A in Arabic Language. None of the teachers involved had (M. Ed) in Arabic Language.

It was also revealed that 44.4% of the respondents had between 0 and 5 years of teaching experience while 33.3% of them had between 6 and 10 years of experience on the job. Those with 11 to 15 years of teaching experience were 22.2% of the total number of teachers involved in the study.

Based on the Kruskal-Wallis test calculated to determine the significant difference in the opinions of Principals, teachers and Students with regards to the level and quality of implementation of the Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State. The result shows the group (χ^2 = 62.271, p = 0.002 at 2 degrees of freedom), this result means that a statistically significant difference exists in the opinions of respondents with regards to the level of implementation of Arabic Language Curriculum acehived in speech proficiency among Junior Secondary School Students in Kaduna State. The implication of this result is that, the implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State is below average.

The Kruskal-Wallis test calculated in respect of hypothesis two, to determine the significant difference in the opinions of respondents with regards to the qualification of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State shows the

group (χ^2 = 15.088, p = 0.192 at 2 degrees of freedom). This result means that there is no significant difference in the opinions of respondents with regards to the qualification of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State. The implication of this result is that, most of the Arabic teachers are not qualify to implement the Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.

The Kruskal-Wallis test calculated in respect of hypothesis three, to determine the significant difference in the opinions of Principals, teachers and Students with regards to the adequacy of instructional materials provided in Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State shows the group (χ^2 = 113.40, p = 0.004 at 2 degrees of freedom). This result means that a statistically significant difference exists in the opinions of respondents with regards to the adequacy of instructional materials provided in Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.

The Kruskal-Wallis test calculated in respect of hypothesis four, to determine the significant difference in the opinions of Principals, teachers and Students on the adequacy of methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State shows the group (χ^2 = 8.772, p = 0.075 at 2 degrees of freedom). This result means that there is no significant difference in the opinions of respondents on the adequacy of methods used by teachers in the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students

in Kaduna State. The implication of this result is that most of the Arabic teachers are used to chalk and talk method in teaching Arabic Language Curriculum which impedes achieving speech proficiency among Junior Secondary School Students in Kaduna State.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study assessed the Arabic Language Curriculum Implementation for Achieving Speech Proficiency among Junior Secondary School Students in Kaduna State, Nigeria. The study was conducted with four objectives, among which are to: assess the level of implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State; and ascertain the qualification of teachers available for the implementation of Arabic Language Curriculum in achieving speech proficiency among Junior Secondary School Students in Kaduna State. These objectives was transferred to four research questions and four hypotheses. Chapter two of this study reviewed some related literature consisting of theoretical framework.

Chapter three contained the methodology used for the conduct of the study. It also provided a detail explanation of data collection procedure which consists of instrumentation, validity, pilot study and the reliability of the instrument. Another important thing highlighted in this chapter is the statistical tool used for data analysis, while chapter four presented the analysis and results of the major findings. Findings among others showed that significant difference exists in the opinions of respondents with regards to the level and quality of implementation of Arabic Language Curriculum achieved in speech proficiency among Junior Secondary School Students in Kaduna State. Also, there is no significant difference in the opinions of respondents with regards to the quality of teachers available for the implementation of Arabic Language Curriculum for achieving speech proficiency among Junior Secondary School Students in Kaduna State.

5.2 Conclusion

Based on the result of the findings, the following conclusions were drawn:

The level of implementation of Arabic Language Curriculum was significantly low achieved in speech proficiency among Junior Secondary School Students in Kaduna State. It was also concluded that most of the teachers are not qualified to implement the Arabic Language Curriculum in achieving speech proficiency among Junior Secondary School Students in Kaduna State. It was evident that Arabic Language teachers do not often use audio-visual materials which could aid the achievement of speech proficiency among Students. In like manner, it was concluded that most of the Arabic teachers are used to chalk and talk method in teaching Arabic Language Curriculum which impedes achieving speech proficiency among Junior Secondary School Students in Kaduna State.

5.3 Recommendations

On the basis of findings and conclusion the study recommended that:

1. Arabic Language Curriculum should be simplified to provide more skills that are geared to the level of Students in achieving speech proficiency among Junior Secondary School Students and the State Government should allocate more periods for teaching Arabic Language, at least three to four times in a week, in order to achieve speech proficiency;
2. Kaduna State government should employ only teachers with qualification in Arabic Language to implement the Arabic Language Curriculum so as to achieve speech proficiency among Junior Secondary School Students in State;
3. More adequate audio-visual instructional materials which can be used to aid the achievement of speech proficiency among Students should be provided in all the secondary Schools; and

4. Arabic Language teachers should combine relevant Student-centred method with the chalk and talk method while implementing Arabic Language Curriculum for better achievement of speech proficiency among Junior Secondary School Students in Kaduna State.

5.4 Suggestions for Further Studies

It was observed that proficiency in Arabic Language was low achieved in this study. However, this study was limited to Kaduna State at Junior Secondary Schools Students. It would be of academic interest to investigate the phenomena on a wider scale, that is, at the Senior Secondary level.

A further study could also be investigated on the assessment of teachers qualification in the implementation of Arabic Language Curriculum in Junior Secondary Schools. Research also should focus on the influence of the knowledge of Arabic Language on Junior Secondary School Student's performance in Islamic studies.

5.5 Contributions to Knowledge

The study of Assessing the Arabic Language Curriculum Implementation in Achieving Speech Proficiency among Junior Secondary School Students in Kaduna State has led to the following contribution:

1. It can contribute to become point of reference to the existing literature.
2. That considering the level and quality of the implementation of Arabic Language Curriculum can contributes to proficiency in Arabic Language in JS School Kaduna State.
3. That in learning Arabic as foreign Language, teaching techniques such as dramatization, sketching are good ways of conveying message during teaching.
4. Curriculum implementers can use the result in planning new Curricula.

5. That employing teachers with Arabic Language qualification can contributes to achieve proficiency in Arabic Language.

6. That the use of various strategies or methods does not lead to absolute success in language learning.

REFERENCES

Abbas, M. (2007). *"A Study of Arabic Language as Described by Isa Alabi's Poem"* in journal of arts and humanities, Vol. 4, No. 3.

Abdul, M. O. A. (2012). The Teaching of Arabic in Nigerian Universities: Problems and Prospects. *Journal of NATAIS*, 1981, p. 40-52.

Abdullahi, Y. (2014). *Introduction to Applied English linguistics, Focus on language development.* First edition. Printed by Crest Royal Ventures, Zaria.

Abiolo, O. O. (2008). *Procedure in Educational Research,* Hanijam Publication, Kaduna.

Abubakar, A. (2008). The Survival of Arabic in Difficult Terrains. Unpublished 55th Inaugural lecture, University of Ilorin.

Abubakar, H. I. (2014). *Quality of model and success in language learning*. Retrieved 10/04/2012 from http:/www.googlesearch.com

Adam S. & Adebisi A. (2012), The 8th International Language for Specific Purposes (LSP) Seminar - Aligning Theoretical Knowledge with Professional Practice - Teaching Arabic as a second language in Nigeria, (Department of Arabic and Islamic Studies, Kogi State University, Anyigba, Nigeria and Department of Foreign Languages, University of Ilorin, Ilorin, Nigeria respectively. Retrieved from http://www.sciencedirect.com/science/article/pii/S1877042812052391 on 5/3/2016

Adegbija, E. (2009). "The Context of Language Planning in Africa: An Illustration with Nigeria" In *Language Contact, Language Conflict,* edited by Martin Putz, 139-163. Amsterdam/Philadelphia: John Benjamins.

Adegbija, E. (2009). *Language Attitudes in Sub-Saharan Africa: A Sociolinguistic Overview*. Clevedon: Multilingual Matters.

Adegbija, M. V. & Adedoyin, G. A. (2008). *"The Learning Process, Strategies and Collaborative Teaching on Teachers Improvement while on the Job".* Nigerian Journal of Professional Teachers. Vol. No. 2.

Adegbite, W. (2007). "Sequential Bilingualism and the Teaching of Language Skills to Early Primary School Pupils in Nigeria" *Glottodidactica 28*: 5-18.

Adegbite, W. (2008). *Macro-language policy and planning and lack of proficiency in language learning and use by Nigerian Students*. Retrieved from http://www.forumonpublicpolicy.com/archivespring08/adegbite.pdf

Adewale, F. O. (2012). *Relevance of Secondary Language Curriculum.* Jos Peka enterprise (NIG) Ltd.

Adeyemi, K. A. (2012). Imperative of Developing Arabic Language at the Secondary School Level in Nigeria. *Journal of research in education of society, 3* (3), 5-17.

Agbo, C. U. (2010). *Exercise for teaching listening comprehension.* Uyo Modern Publishers.

Ahmad, A. A. (2013). *Relative Influence of the knowledge of Arabic Language on Junior Secondary School Students' Performance in Islamic Studies*. Unpublished Master's Dissertation. University of Ilorin.

Ahmad. A. J. (2009) *The mother tongue and English language age teaching in Nigeria Education*. Research and Development (NERDC) Press Lagos.

Ajala, A. J. (2006). *"Designing Content of the Curriculum, a Guide to Practice"*. Ibadan-Nigeria: Maybest Publishers.

Aje, S. A. (2007). Survey of the sociolinguistic setting of Arabic in Nigeria. *A seminar paper presented in the department of Arabic,* University of Ilorin.

Ajidagba, U. A. (2013). *Students Competence in Arabic Language as a predictor of performance in Junior Secondary School*. Unpublished M.Ed thesis, Ahmadu Bello University, Zaria.

Akinbode, J. O. (2009). "Reasons for Mass Failure in Junior Secondary Certificate Examinations English Language in Nigeria." *Nigerian Journal of Professional Teachers,* Vol. I, No. 3.

Akmajian, A., Demers, R., Farmer, A. & Harnish, R. (2008) *Linguistics: An Introduction to Language and Communication*. 5th ed. New Delhi: Prentice Hall of India Private Limited.

Akpata, S. N. (2012). *New Orientation in teaching oral English*. Enugu: Abbam Press.

Ango, A. (2010). *Seminar Presentation at Federal College of Education,* Zaria.

Arthur, N. U. (2008). *Oral Communication in language arts program*. Totem publishers limited Owerri.

Bachman, L., & Palmer, A. (2010). *Language Assessment in Practice*. Oxford: Oxford University Press.

Balogun, I. A. B. (2010). *Arabic studies in Nigeria: Problems and prospects,* Ilorin Journal of Education, 5, 74 – 81

Bello, M. Inf qul-Mays r f kh Bil d at-Takr r ed. Abu Bakr Gummi, Cairo: n.pub. 1964 p.10 59-50.

Ben-Yunus, M. (2008). *Issues on Curriculum*. Zaria: Sankore Educational Publisher Company Limited.

Brown, A. (2010). "Interviewer Variation and Co-construction of Speaking Proficiency." *English Teaching Forum Vol. 20*. No.1.

Canale, M. & Swain, M. (2010). "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing". *Applied Linguistics, 1*(1), 1.47.

Centre for Applied Second Language Studies (CASLS) (2010), *What Proficiency Level do High School Students achieve?* Retrieved from https://casls.uoregon.edu/wp-content/themes/caslstheme/.../TBQProficiency. Results.pdf on 7/8/2015

Deckert, G. (2012). *"The Communicative Approach: Addressing Frequent Failure."* English Teaching Forum Vol. 42. No. 1, P12. Department of Arabic and Islamic Studies. Kogi State University, Academic Programme 2012-2017, pp.6-7.

Dimitracopoulou, I. (2012). *Conversational Competence and Social Development*. Cambridge University Press.

Dirksen, D. (2011). Hitting the reset button. *Phi Delta Kappan, 92*(7), 26-31.

Enigbe, J. M. (2007). Language and environment. A case study of language performance of Secondary School Students in Plateau State. Implications for the teaching of English Language. *Benue State University Journal of Education; Vol. 5*, 255.

Ethnologue (2012). *Languages of the world*. Retrieved from http://www.ethnologue.com/show_language.asp?code=shu on 27/5/12.

Federal Republic of Nigeria (2004). *National Policy on Education*, 4th Edition. Lagos: NERDC.

Formative assessment: Not just another test. (2011). *Education Digest, 76*(9), 16-19.

Fulcher, G., & Davidson, F. (2007). *Language Testing and Assessment: An Advanced Resource Book*. New York: Routledge.

Galadanci (2010). *"Arabic and Development in Nigeria"*, Journal of Arts Humanities, Uyo.

Garba, S. (2012). *Problem of Teaching Arabic Language in some Selected Secondary Schools in Kaduna State*. Unpublished M. Ed Thesis, Ahmadu Bello University, Zaria – Nigeria.

Gikandi, J., Morrow, D., & Davis, N. (2011). Online formative assessment in higher education: A review of the literature. *Computers & Education, 57*(4), 2333-2351.

Guga, A., Bawa, M. R. (2012). *Curriculum and Instruction.* Published by Kareem and Guga Publishers.

Gurrey, P. (2011). *Teaching English as a Foreign Language.* Longman Group Limited, London.

Ibrahim, F. (2012). *"Curriculum Development"* 2nd edition University Library, Mecca.

Johnson, K. (2010). *Understanding Language Teaching: Reasoning in Action*. Boston: Heinle and Heinle.

Lawal, S. A. (2012). The Place of Arabic Language in Nation Building. *Journal of Advance Studies in Language and Literature Contemporary issues on Language and Literature*, Federal College of Education, Zaria.

Mada, A. A. (2009). Assessment of Junior Secondary School Students' Essay in Hausa Language in Zamfara State, Implication for Curriculum Review.

McElvain, Carol K., Judith G. Caplan, Krista C. Diedrich, Seth Kaufman, & Katie, E. Walter. *Beyond the Bell: A Toolkit for Creating Effective AfterSchool Programs*. 3rd ed. Includes DVD and workbook. Naperville, IL: Learning Point Associates. http://www.beyondthebell.org/ (2012)

Members of Educational Planners of al-Azhar University, (2007).

Murphy, M. (2009). *Writing Portfolios: A Bridge to from Teaching Assessment.* Marken, Ontario: Pippin Publishing Limited.

Musa, I. A. (2010). A critical study of the implementation of the rules of `Ilmult-Tajwid and `ilmul- in Nigeria. Unpublished PhD Thesis, University of Jos, Jos, Nigeria, 2012; p56.

Musa, N. S. (2008). Communicative skills in Arabic. *Nigerian Journal of Religious Education*, p.60-71.

Natalie Regier (2012), Formative Assessment Strategies, Focus on Student Learning – Intrsuctional Strategies Series retrieved from www.stma.k2.mn.us/documents/DW/Q_camp

National Partnership for Quality After School Learning. "AfterSchool training toolkit: Building quality enrichment activities." Web page, Available at http://www.sedl.org/afterSchool/ (2012)

National Policy on Eduation, 2013

Net`ten, J., & Germain, C. (2012). *Pedagogy and Second Language Learning: Lessons learned from Intensive French*. Retrieved from http://www.aclacaal.org/Revue/vol-8-no2-art-netten-germain.pdf on 22/10/12.

Nigeria Educational Research and Development Council (NERDC), (2014). *Junior Secondary School Curriculum, Arabic for SS I – III*. Abuja: NERDC.

Nuhu, M. A. (2010). *Provision and utilization of instructional equipment for teaching and learning of Arabic Language*. Unpublished Ph.D Dissertation Nasarawa State University.

Obashoro, Y. (2010). "Second Language Literacy Instruction in a Multilingual Environment." *Literacy and Reading in Nigeria, 9*(2), 276 – 280.

Ode, A. E. (2009). The importance of attitude in foreign language learning. *Modern Language Journal*, 55, 85-88.

Ogunbiyi, I. (2008). Student competence in Arabic Language as a predictor of performance in Junior Secondary School Islamic studies. *A seminar presentation at the department of Curriculum studies & educational technology*, University of Ilorin, Ilorin.

Ogunbiyi, I. A. (2008). Teaching Arabic Language skills in Nigeria. *Kaduna language symposium proceedings*, 2008. p.146.

Ojo, O. A. (2010). *An Assessment of the Chemistry Curriculum Implementation for Junior Secondary Schools, Kwara State*. Unpublished M. Ed Thesis, Ahmadu Bello University, Zaria – Nigeria.

Okezi, P. (2007). *The relationship between the qualification of teachers and performance of Students in secondary School Kaduna State*. Unpublished M.Ed. Thesis Uni. Zik

Oladele, A. (2007). *Language Education in Nigeria. Theory, policy and practice*. Journal of education Fafunwa Foundation.

Oladosu, AGAS. Fluctuations in the Fortunes of Arabic Education in Nigeria. Inaugural Lecture, University of Ilorin, Ilorin, Nigeria, 2012. pp.49-50.

Olaofe, I. A. (2009). "Nigerian Emancipation: Roadmap from Crisis to Resurgence." Faculty Seminar Series No. 1. Faculty of Education, Ahmadu Bello University Zaria.

Prodromou, L. (2011). *"The Good Language Teachers"*. English Teaching Forum, Vol. 130, No.2, P34

Provus, M. S. (2011). *Discrepancy Evaluation for Educational Programme Improvement and Assessment. Barkely California.* Mac-cutman Publishing Cooperation.

Raji, M. G. A.(2010). The rise & fall of the classical Arabic Language. *Journal of Islamic research, 3*.

Ross, J. (2007). "Designing Classes for EFL Listening Comprehension Classes". *English Teaching Forum, 45* (3), 30.

Ryding, K. C. (2012). *Some key issues in learning Arabic as a foreign language*. Retrieved from http://arabic.georgetown.edu/about/aboutarabic/afl/ on 03/05/12.

Sakola, I. (2009). *Teacher Assessment of the Implementation of the English Language Curriculum in Junior Secondary Schools Niger*. Unpublished M. Ed Thesis, Ahmadu Bello University, Zaria – Nigeria.

Scriven, M. (2007). The methodology of evaluation. In Tylor W. R., Gagne, R. M. and Scriven, M. (Eds.). *Perspectives of Curriculum Evaluation*. Chicago: Rand McNally.

Snarsk, M. (2012). "Lessons from Language for Mainstream Lectures". *English Forum, 135* (4), 52 – 56.

Sowell, E. (2008). *Curriculum. An integrated introduction.* Upper saddle river, N; prentice-Hall.

Waheeb, S. et.al (2007) Curriculum Studies Egypt.

Williams K. L. (2008) *Audio Visual methods in teaching*. New York: Macmillan

World Languages and Cultures, "Arabic". (2015). Retrieved from http://www.vistawide.com/arabic/why_arabic.htm on 3/4/15.

Yusuf, H. O. (2012). *Fundamental of Curriculum and Instruction.* Zaria: Published by Joyce Graphic Printers & Publishers.

آدم عبد الله الألورى (1398هـ - 1978م). الإسلام في نيجيريا الطبعة الثانية.

أعضاء هيئة التدريس المناهج مفهومها – أسسها – عناصرها – تنظيمها – وتطويرها (1990م)

الدكتور عبدالرحمان إبراهيم (1408هـ 1987م). كتاب البحث العلمى الطبعة الثالثة. مكت المكرمة.

APPENDIX I

Department of Educational Foundation &
Curriculum,
Curriculum and Instruction Section,
Ahmadu Bello University,
Zaria.

Dear Sir/Ma,

This questionnaire is meant to find out assessment of Arabic Language Curriculum in achieving proficiency among Arabic Junior Secondary School Students in Kaduna State. I shall very much appreciate your contribution in filling the questionnaire. It consists of sections 'A' and 'B', you are to respond to all the items in both sections.

All information requested is purely for academic research which needs your sincerity. The information will be kept strictly confidential for the purpose of this research. Your opinion given here will be treated confidentially.

Thank you for your cooperation.

Yours faithfully,

Sha'awanatu Umar Musa.

SECTION A: BIO-DATA

Please tick/fill in the appropriate box

1. Gender: Male [ ] Female [ ]

2. Highest educational qualification: H.I.S ND [ ] NCE [ ] B.A [ ] B. Ed M. Ed. [ ]

3. Teaching experience: 1 – 5yrs [ ] 6 – 10yrs [ ] 11 – 15yrs [ ] More than 15yrs Other, specify _____

4. Area of specialization:_____

SECTION B: OPINION SCALE

Instruction: ***Please tick in the appropriate column to indicate your opinion about the following state on the Assessment of Arabic Junior Secondary School Students Curriculum. Your response should be; Strongly Agreed (SA), Agreed (A), Disagreed (D) or Strongly Disagreed (SD).***

1	**Arabic Teachers Qualification in the Performance of Junior Secondary Schools in Kaduna State**	**SA**	**A**	**D**	**SD**
1	When Arabic teaching facilities are provided the teacher will have opportunity to teach well.				
2	When teachers were promoted they will enjoy the service and produce qualified Students.				
3	If Arabic teachers were supervised they will not neglect their work				
4	When government recruit qualified teachers the Arabic Students will emerge as effective Arabic speakers				
5	If teachers were trained and also attending workshops they will be more encouraged and be effective in enhancing their work				
6	If teachers applied suitable methods, Students will understand easily				
7	If teachers are listening to Arabic over the media they will be qualified teachers.				
8	When teachers are qualified the Students will also be qualified				
9	Teachers in my School use story telling when teaching oral Arabic				
10	Oral Arabic teachers in my School use drills thereby making pronunciation lessons very interesting.				
2	**Home background in Learning Arabic Language**	**SA**	**A**	**D**	**SD**
1	The background of the Students in Arabic Language helps them to do well in Arabic Language				
2	Students understand the lesson well if mother tongue (1st language) is used for explanation instead of Arabic				
3	If a Student has good background in Arabic Language, it doesn't mean he will be good in spoken Arabic Language				
4	Students find it easy because they have good home background in Arabic Language.				
5	Students learn spoken Arabic very easily because they have good background of Arabic Language				
6	Students find communication easier if direct translation is used (Arabic-mother tongue)				
7	Students find writing easier if direct translation is used (Arabic-mother tongue)				
8	If the Student have good background of Arabic, he can understand Arabic easily				
9	If there is no Arabic background, speaking of Arabic can be difficult				
10	Use of mother tongue in teaching Arabic make it understandable				
3	**Adequacy of Teaching Materials**	**SA**	**A**	**D**	**SD**
1	Students find speaking Arabic very difficult if there is no teaching aid to be used in class.				

2	Every Student own a personal copy of oral Arabic textbook.				
3	The use of teaching aids impedes fluency in speaking Arabic in class				
4	In learning spoken Arabic, the Students find dramatization very helpful in the class				
5	The use of drama in teaching spoken Arabic hinders the assimilation level				
6	It is believed that the use of textbook in teaching and learning Arabic is the last resort				
7	Total reliance on the use of textbook in teaching Arabic discourages the Students				
8	The Students find reading Arabic very easy if it is done through dialogue in class.				
9	The School authority provides flash cards board papers, props and so on for effective teaching and learning of oral Arabic.				
10	The use of question and answer drill is a waste of time in teaching and learning Arabic.				
4	**Performance of Junior Secondary School Students in Oral Arabic**	**SA**	**A**	**D**	**SD**
1	The fact that Students can speak well in Arabic Language helps them to communicate well in Arabic				
2	Experience Arabic Teachers provide a practical interaction for Students during oral Arabic.				
3	When teachers encourage Students to learn speaking Arabic they will be happy and put more emphasis in learning, and maintain good relationship among themselves.				
4	Students attitude, not teacher experience is responsible for the poor performance in oral Arabic.				
5	When teacher speak in Arabic Language in the classroom, the Students can be able to speak Arabic Language fluently.				
6	When Students speak in Arabic, they will be more fluent in Arabic grammar.				
7	When Students are subjected to speaking they can add more knowledge.				
8	If Students are listening Arabic over media they will maintain good language skill and speak fluently.				
9	Full orientation to the teacher while teaching Arabic Language.				
10	If School library was facilitated, Students can read easily.				

APPENDIX IV

Table 1.1: JS I First Term: Arabic Grammar

Topic	Behavioural objectives	Content	Teacher	Students	Teaching aids	Evaluation
A) Words B) Sentence C) Speech	At the end of the lesson the Students should be able to know the meaning of words, sentence and speech.	Relevant stories that contain words, sentences and speech.	1. The teacher will revise the previous knowledge together with the Students. 2. The teacher writes the meaning of words, sentence and speech on the blackboard.	The Students go together with the teacher in defining the meaning of words, sentences and speeches.	1. Blackboard 2. Cardboard paper containing the meaning or definition of words, sentences and speeches. 3. Words and pictures on the cardboard paper.	The teacher asked questions based on the lesson.

الفكرة الرئيسية: النحو

النشاطات

الموضوع	الأهداف السلوكية	المحتويات	المدرس	المتعلمون	وسائل التعليم والتعلم
أ-الكلمة، والكلام، والجملة المفيدة.	في نهاية هذا الدرس يستطيع المتعلمون أن: يتعرفو على الكلمة، والكلام، والجملة المفيدة.	النصوص المناسبة التي تتضمن أمثلة الكلمة والكلام والجملة المفيدة.	1- يراجع المدرس الدرس الماضي مع المتعلمين. 2- يكتب المدرس التعريف بالكلمة، والكلام ثم الجملة المفيدة على السبورة.	يشترك المتعلمون في التعريف بالكلمة، والكلام، والجملة المفيدة.	1-السبورة 2-بطاقات مك عليها تعريف الكلمة والكلا والجملة المفيدة 3-الكلمات ال على البطاقات

Table 1.2: JS II First Term: Reading Comprehension

Topic	Behavioural objectives	Content	Teacher	Students	Teaching aids	Evaluation
Education and its Importance	At the end of the lesson the Students should be able to: 1. Read properly 2. Define education and its importance. 3. Identify School and its features. 4. List the importance of hardwork.	1. Definition of Education 2. School as a place of acquiring knowledge 3. Importance of hardwork in Education.	1. The teacher writes the note on the blackboard clearly. 2. The teacher reads the note that is on the board audibly. 3. He will ask the Students to read the note clearly. 4. The teacher correct them when there is mistake.	1. The Students read the note step by step under the supervision of the teacher. 2. The Students explain the words and sentences one after the other through the guide	1. Pictures, drawing materials and cardboard paper. 2. Fixed the pictures clearly for the Students to see and differentiate between them. 3. Using dubbed cassettes.	1. Verbal questions concerning the topic. 2. ????? 3. Explanation of the meaning of man words of the notes.

				of the teacher .		

السنة الثانية الإعدادية: الفترة الأولى

الفكرة الرئيسية: القراءة والفهم

الموضوع	الأهداف السلوكية	المحتويات	المدرس	المتعلمون	وسائل التعليم والتعلم	دليل التقويم
أ-التعليم وأهميته.	فى نهاية الدرس يستطيع المتعلمون أن: 1-يقرؤ قراءة صحيحة. 2-يعرفوا معنى العلم وأهميته. 3-يعرفوا المدرسة، والأشياء فيها. 4-يقدروا فوائد وأمية التعليم. 5-يعرفوا أهمية الجد والإجتهاد.	1-تعريف التعليم 2-تعريف المدرسة: مكان التعليم 3-فوائد وأهمية العلم 4-أهمية الجد والإجتهاد فى طلب العلم.	1-يكتب المدرس القطعة عن التعليم على السبورة بخط واضح. 2-يقرأ القطعة بصوت جميل ونطق صحيح 3-يطلب من المتعلمين أن يقرؤاها قراءة صحيحة. 4-يصحح القراءة، حيث أخطأ المتعلمون.	1-يقرأ المتعلمون القطعة، جملة بعد جملة، بإرشاد المدرس. 2-يشرح المتعلمون الكلمات، والجمل، واحدًا واحدًا، بناء على إرشاد المدرس.	1الأدوات: الرسوم والصور والبطاقات. 2-عرض الأدوات على المتعلمين للتعيين. 3-استعمال الأشرطة المسجلة فى تعليم القراءة.	1-أسئلة شفهية حول الموضوع 2-أسئلة تحريرية حول الموضوع. 3-بيان معانى الكلمات الرئيسية فى القطعة.

Table 1.3: JS III Second Term: Reading Comprehension

Topic	Behavioural objectives	Content	Teacher	Students	Teaching aids	Evaluation
Marriage	At the end of the lesson the Students should be able to: 1. Read the passage very well. 2. Understand what they are reading.	Passage that concerns marriage	1. The teacher reads the passage clearly. 2. He asked the Students to read clearly. 3. The teacher explains the lesson to the Student, and also pick the difficult words and explain clearly. 4. The teacher writes the meaning of words, sentence and speech on the blackboard.	The Students together with the teacher revise the lesson. They read the passage under the supervision of the teacher. The Students read together with the teacher.	1. The textbook 2. Cardboard paper 3. Blackboard 4. Chalk	Verbal and written questions based on the topic.

السنة الثالثة الإعدادية :الفترة الثانية

الفكرة الرئيسية: القراءة والفهم

الموضوعات	الأهداف السلوكية	المحتويات	المدرس	المتعلمون	وسائل التعليم	دليل التقويم
1-الزواج.	فى نهاية الدرس يستطيع المتعلمون أن: 1-يقرؤا قراءة صحيحة. 2-يفهموا ما يقرؤن. 3-يلموا بمعرفة الألفاظ، والأفكار التى يحتوى عليها الموضوع.	قطعة مناسبة، تحدث عن الزواج.	1-يقرأ القطعة. 2-يأمر المتعلمين بقراءة القطعة جيدًا. 3-يشرح الكلمات الجديدة.	1-يشترك المتعلمون فى مراجعة الدرس. 2-يقرؤن القطعة، بإرشاد المدرس. 3-يشتركون فى شرح الكلمات الجديدة 4-يكتبون القطعة فى	1-الكتاب المقرر. 2-البطاقات. 3-السبورة. 4-الطباشير.	أسئلة شفوية، وكتابية حول الموضوع.