TITLE PAGE

EFFECTS OF CONCEPTUAL CHANGE INSTRUCTIONAL STRATEGY ON STUDENTS' PERFORMANCE IN ARABIC ESSAY WRITING IN FEDERAL COLLEGES OF EDUCATION NIGERIA

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Department of Educational Foundations and Curriculum

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DECLARATION

I hereby declare that this dissertation entitled "EFFECTS OF CONCEPTUAL CHANGE INSTRUCTIONAL STRATEGY ON STUDENTS' PERFORMANCE IN ARABIC ESSAY WRITING IN FEDERAL COLLEGES OF EDUCATION NIGERIA" has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. To the best of my knowledge no part of this dissertation was previously presented for another degree at this or any other institution.

……. ……....

AMINU, Abdullahi Muhammad **Date**

CERTIFICATION

This Dissertation titled "Effects of Conceptual Change Instructional Strategy on students' performance in Arabic Essay Writing in Federal Colleges of Education Nigeria' by Aminu, Abdullahi Muhammad meets the regulation governing the award of the degree of Doctor of Philosophy (PhD) in Curriculum and Instruction in the Department of Educational Foundations and Curriculum of Faculty of Education, Ahmadu Bello University, Zaria-Nigeria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my parents Alhaji Muhammad-Aminu Shehu and Nana Hauwa'u Shehu Sani who bore the burden of training me with passion of thoughts that hard work pays. *"...Your Lord has enjoined you to worship none but Him, and to show kindness to your parents...Treat them with humility and tenderness and say: 'Lord, be merciful to them. They nursed me when I was an infant'." Q. 17:21-24*

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ABSTRACT

This study titled Effects of Conceptual Change Instructional Strategy on Students' Performance in Arabic Essay Writing in Federal Colleges of Education Nigeria sought to investigate the effect of Conceptual Change Instructional Strategy (CCIS) on the performance of NCE students in Arabic essay writing. The study had four specified objectives as follows: i. Investigate the effects of Conceptual Change Instructional Strategy on the Performance of Students in Arabic Essay Writing in Federal Colleges of Education in Nigeria. ii. Compare the academic performance of NCE students in Arabic essay writing taught using Conceptual Change Instructional Strategy of teaching and those taught with traditional methods. iii. Find out whether there is difference between male and female NCE students' academic performance in Arabic essay writing taught using Conceptual Change Instructional Strategy. iv. Compare the performance of NCE students in Arabic essay writing in the experimental and control groups based on the location of their institution. The objectives stated were used to formulate research questions these are: Firstly, does CCIS have any effect on the performance of NCE students in Arabic essay writing in FCEs in Nigeria? Secondly, is there any difference in the academic performance of students in Arabic essay writing taught using CCIS and those taught with traditional methods? Thirdly, is there any difference between male and female NCE students' academic performance in Arabic essay writing when taught with CCIS? Finally, does any difference exist in the academic performance of NCE students in Arabic essay writing in the experimental group as compared with the control group based on the location of their institution? These research questions were later transformed to null hypotheses as follows: $Ho_{1:}$ CCIS has no significant effect on the academic performance of NCE students in Arabic essay writing in FCEs in Nigeria. $Ho_{2:}$ There is no significant difference in the academic performance of students in Arabic essay writing taught using CCIS and those taught with traditional method of teaching in FCEs in Nigeria. $Ho_{3:}$ There is no significant difference in the academic performance of male and female NCE students in Arabic essay writing when taught with CCIS in FCEs in Nigeria. $Ho_{4:}$ There is no significant difference in the academic performance of NCE students in Arabic essay writing between the experimental and control groups when taught with CCIS on the basis of location of their institution. Hence, in this research full internalization of the Conceptual Change Instructional Strategy (CCIS) was realized in learning Arabic essay writing at NCE II level. The study sampled N=80 from four FCEs in the northwest states of Nigeria. The subjects were divided into two groups: the experimental N=40 and the control N=40. The study used the pretest, posttest experimental and control group design. Pretest was administered before the treatment to establish the equivalence of the experimental and the control groups. The subjects of the experimental group were then exposed to treatment with CCIS. The topics covered were Arabic sentence form, structures, punctuation, and skills for writing essay type. The instruments developed and validated for the data collected were Misconception Test on Arabic Essay Writing Process (MTAEWP) and Writing Concepts

Achievement Test (WCAT). The data collected were subjected to analysis using T-test statistical tool. 1, 2 and 4 hypotheses out of four tested were rejected while hypothesis Ho_3 was retained. The study revealed that CCIS had positive effect on students' performance in Arabic essay writing in Federal Colleges of Education in Nigeria. It was therefore recommended that CCIS should be encouraged along with CLT in Nigerian Colleges of Education; this will help change the common students' misconceptions in writings and improve their learning. It was also recommended that NATALL, NATAIS, NBAIS and Universities should organize national conferences to fully propagate the use of the new strategy in teaching Arabic generally in Nigerian Federal Colleges of Education.

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ABBREVIATIONS

The following abbreviations are used for this study:

CCIS: Conceptual Change Instructional Strategy

CLT: Communicative Language Teaching

CON: Curriculum Organization of Nigeria

DAPM: Directorate of Academic Planning and Monitoring

FCET: Federal College of Education Technical

HIS: Higher Islamic Studies

ICT: Information and Communication Technology

JCCE: Joint Consultative Committee on Education

LAN: Linguistics Association of Nigeria

MTAEWP: Misconception Test on Arabic Essay Writing Process

NATALL: Nigeria Association of Teachers of Arabic Language and Literature

NATAIS: Nigeria Association of Teachers of Arabic and Islamic Studies

NBAIS: National Board for Arabic and Islamic Studies

NCCE: National Commission for Colleges of Education

NCE: National Council on Education

NCET: National Council of English Teachers

NERDC: Nigeria Education Research and Development Council

RA: *Radhiyallahu anhu/anha* (May Allah be pleased with him/her)

SAISSCE: Senior Arabic and Islamic Secondary School Certificate Examination

SAW: *Sallallahu alaiHi wa sallam* (Peace and Blessings of Allah be Upon Him)

WCAT: Writing Concepts Achievement Test

OPERATIONAL DEFINATIONS OF TERMS

Below are the definitions of terms as used in this study by the researcher:

Achievement: This is the overall measure of the students performance as a result of instruction treatment weighed as score.

Attitude: A student's status in mind which influenced his psychological traits and actions.

Conception: These are the initial perception of ideas, experiences, and knowledge students have formally acquired about the concept being taught; before exposure to new instructions in question.

Conceptual Change: This entails a shift of idea, deeper understanding or categorical change from the previous knowledge/experience on a concept to the new conception.

Performance: a product of mental test result, which throws light on the ability-concrete intelligence.

Hadiths: Prophet Muhammad's traditions (SAW).

Instructional Method: This is a professional skills, techniques and approaches employed by the teacher to pass knowledge to students.

Misconceptions: Wrong perception of ideas by students about concept taught.

Paradigm shift: A radical change in somebody's basic assumptions about or approach to something.

Preconception: These are acquired personal ideas which are formed based on the individual's feelings. The idea may be partly right or wrong.

Traditional Instruction: The teaching methods currently in use such as lecture method, discussion and Communicative Language Teaching CLT.

CHAPTER ONE

INTRODUCTION

1.1 **Background to the Study**

Writing is the most powerful medium for knowledge retention and dissemination. Hence, the wise saying of the Arabic tradition (Prophet *SAW*) that, "The ink of the scholars is more precious than the blood of the martyrs", and the saying of Allah the exalted on the power of the pen that:

"…Read! Your Lord is the most bountiful One, who taught by the pen, taught man what he did not know".Q.96:1

This signifies the extent to which a good writing skill becomes necessary for perfect understanding of its content and context. Particularly to a teacher who is shouldered with the responsibility of imparting knowledge to his student so that the student's entire life will become meaningful for himself and his society. Hence, Strategy of teaching is the most important factor. It is an established fact that modern civilization in new revolutions and developments are everywhere round the globe technologically, as a result of breakdowns in intellectual systems; breakdowns that occur when old Strategies won't solve new problems (Kuhn 1963). The change in theory that underlies this kind of revolution is a *paradigm shift.* Indeed the belief that we are currently at the point of such a paradigm shift in the teaching of writing is inevitable. This aspect- art of writing- is a necessary tool for any form of expression in any given

discipline. This is with particular reference to teachers in training at NCE level who are studying Arabic as a second language and Nigerian indigenous Arabic learners who might have been product of conventional secondary schools and might have acquainted themselves with Arabic language for the first time as a subject to study at higher level.

Nevertheless, composition theorists and writing teachers can learn from Thomas Kuhn if they see his theory of scientific revolutions as an analogy that can illuminate developments that are taking place in our profession Hairston, (1982). Those developments the most prominent of which is the move to a process-centered theory of teaching writing, indicates that our profession is probably in the first stages of a paradigm shift.

Lawal (2009), Lakpini (2006) and Oyedokun (1998) conducted similar researches in teaching Biology in Nigerian secondary schools, but this study transferred the Strategy to Language Arts and in teaching Arabic language as the first trial. This is one of the recommendations of the proponents of the new Strategy in view of using scientific approaches to solving educational problems.

Therefore, this research implies use of science based Strategy which is centered towards combining prior knowledge and guided strategies to teach essay writing in language generally and Arabic language in particular among NCE students. This combined strategy is the use of Conceptual Change Instructional Strategy (CCIS). The Strategy that aimed at teaching difficult concepts; setting on from students' misconceptions and preconceptions of their previous

experiences in learning Arabic language which in turn affected their writing skills. This aspect is prevalent in Nigerian context and especially the conflicts affecting the students due to their Arabic backgrounds. The implication resulted at refining the concepts of essay writings among students of higher institutions of learning particularly NCE students. Those aspects of good Arabic essay are to be redressed; they include grammar, coherence in expressions and vocabulary development in the professional study of Arabic language for teachers in training at Federal Colleges of Education in Nigeria. Also, it will develop how these skills could be mastered and utilized in their academic and scholarly writings in their future studies and career.

The artistic values of every culture are found in its Literature. It is the study that has to do with life experience. This life experience is mainly derived from the writer's experience (Al-Hashimi, 2005). Another perspective of literature is a representation of life written by way of an imagination. Students' teachers should therefore understand that literature as a work of imagination written in various forms will perceive different conceptions. The major components of literature are known as literary genres; this particularly is concerned with three branches. Each category deals with a unique literary artistic work; its proficiency is based on cardinal rules like: form, style or subject matter into which all kinds of artistic work can be derived. These genres are: Poetry, Prose, and Drama. Above all, the contents of these literary works or artifacts are primarily in a form of essay writing- as scripts or manuscripts. As such, any piece of purposive writing on any peculiar subject matter can be referred to essay writing. In Arabic all these genres are bound to specific rules, students who study it as second language

are likely to confront misconceptions due to their backgrounds and academic level of competence.

According to Microsoft Encarta Dictionaries (2009): an essay is a short non fiction prose piece: a short analytic, descriptive, or interpretive piece of literary or journalistic prose dealing with a specific topic, especially from a personal and unsystematic view point. Therefore, any piece of written Work expressing artistic or journalistic work or resembling it in any medium could be classified as part of an essay.

In the same vein, Hornby, Gatenby and Wakefield (2010) explained the meaning of an essay as:

a. piece of writing, usually short and in prose, on any one subject.

b. attempt a task, or to do something – testing or trial of the value or nature of something.

The Arabic perception of an essay in this context refers to a way of expressing one's mind peculiar to his feelings and life opinions, in written description. As such, an essay is a medium which a writer exposes his thinking to the public in a passionate form. The quest for composition writing is not mainly taught as a subject in schools. It is mostly developed as a skill due to keenness and an impact of intensive and extensive reading from numerous materials. Examples of materials for composition writings are: text records, journals, newspapers, magazines, books, sources of contemporary issues. Non-materials include discourse in media houses and programmes, or exchange of opinions or ideologies between scholastic colleagues on intellectual issues.

Ezzeldin (2007: 5-7) is of the opinion that, the zeal that derives the talent of students toward writing essays is peculiar to actualize in scholastic life generally. Not only in preparation to succeed in an examination. He identified some points that will help students to become fully prepared towards writing essays after mastering them. Viz:

1. Developing ideas: this contained the contents of the topic.
2. Vocabulary: having wide range of words and the use of idiomatic expressions.
3. Grammar: having the full comprehension of linguistic rules.
4. Style: requires the beauty of language expression and wisdom of figurative speech and punctuation.
5. Length of the topic: a long essay that is interesting indeed determined the proficiency of the language.
6. Good Presentation: the relevance of the content material and its mechanical accuracy displays literary intelligentsia (pp. 5-7).

Therefore, this study focused on students' performance towards redressing their essay writing abilities and improves their creativity as well.

1.2 Statement of the Problem

The challenge of studying Arabic as a foreign language is a peculiar one, particularly at the tertiary level like NCE where a good number of students begin its study without a sound

background. The fact that its difficulty and complexity of concepts in grammar, linguistics, rhetoric, poetry and features of its unique writing process calls for special attention to teaching using multiple and new strategies other than traditional teaching methods which are in use. Karin (2003) reported, on difficulty level of learning Arabic as a foreign language thus: … "Arabic is categorized as a State Development "level 3" language - - the highest on the difficulty rating scale (1-3), along with Japanese, Chinese, and Korean. It is the only Semitic language rated at this level of difficulty. Hebrew and Amharic, for instance are rated at difficulty level 2. For level 3 languages it takes longer (sometimes twice as long) for adult learners to reach their proficiency goals.

In Nigerian context, there are two groups of Arabic learners at NCE level with different backgrounds and the problem persists in their study except for intelligent ones. The first group is those who attended Arabic secondary schools whose medium of learning in most of the subjects is Arabic language. The second group is those who attended public schools whose medium of instruction is English except those who opted for Arabic as an elective subject. These two groups meet at NCE in the same class!

Study of Arabic language as a second language especially at tertiary level like NCE is likely to reveal different types of misconceptions particularly to students with poor backgrounds. Recently, some scholars endeavor to proffer approaches in which the misconceptions might best be changed Al-Duaish, (1994), Daud (2011). Although Samba, (1998) quoted from scientific research that, these misconceptions are viable and relatively resistant to change. Thus,

the question of how students can be encouraged to give up their previously acquired misconceptions is still a pedagogical problem.

The choice of Conceptual Change Instructional Strategy for the present research is based on the fact that scholars in science education have developed some analogies and models towards solution to the problem. For example Davis (2001) pointed out that Conceptual Change Instruction can help students overcome misconceptions and learn difficult concepts in all subject areas. This became an eye opener to other disciplines, such as arts and social sciences.

This study therefore attempted to remediate students' misconceptions in Arabic essay writing. The remediating strategies are expected to be used in the process of restructuring students' concepts using the Conceptual Change Instructional strategy. This may help to develop proficiency of Arabic students in tertiary teacher programmes, specifically their written skills.

1.3 Objectives of the Study

The general objective is to investigate the effect of Conceptual Change Instructional Strategy on the performance of NCE students in Arabic essay writing.

The specific objectives are to:

1. Investigate the effects of Conceptual Change Instructional Strategy on the performance of students in Arabic Essay writing in Federal Colleges of Education in Nigeria.

2. Compare the academic performance of NCE students in Arabic essay writing taught using Conceptual Change Instructional Strategy and those taught with Traditional Method of teaching.

3. Find out whether there is a difference between Male and Female NCE students' academic performance in Arabic essay writing taught using Conceptual Change Instructional Strategy.

4. Compare the performance of NCE students in Arabic essay writing in the experimental and control groups based on the location of their institution.

1.4 Research Questions

This study aimed at finding answers to the following questions:

1. Does Conceptual Change Instructional Strategy have any effect on the performance of NCE students in Arabic Essay writing in Federal Colleges of Education in Nigeria?

2. Is there any difference in the academic performance of students in Arabic essay writing taught using Conceptual Change Instructional Strategy and those taught with Traditional Method of teaching?

3. Is there any difference between Male and Female NCE students' academic performance in Arabic essay writing when taught with Conceptual Change Instructional Strategy?

4. Does any difference exist in the academic performance of NCE students in Arabic essay writing in the experimental group as compared with the control group based on the location of their institution?

1.5 Research Hypotheses

$Ho_{1:}$ Conceptual Change Instructional Strategy has no significant effect on the academic performance of NCE students in Arabic Essay writing in Federal Colleges of Education in Nigeria.

$Ho_{2:}$ There is no significant difference in the academic performance of students' in Arabic essay writing taught using Conceptual Change Instructional Strategy and those taught with traditional Method of teaching in Federal Colleges of Education in Nigeria.

$Ho_{3:}$ There is no significant difference in the academic performance of Male and Female NCE students in Arabic essay writing when taught with Conceptual Change Instructional Strategy in Federal Colleges of Education in Nigeria.

Ho_4: There is no significant difference in the academic performance of NCE students in Arabic essay writing between experimental and control groups when taught with Conceptual Change Instructional Strategy on the basis of the location of their institution.

1.6 Basic Assumptions

The study is based on the following assumptions that:

1. The use of Conceptual Change Instructional Strategy (CCIS) and Communicative Language Teaching (CLT) is appropriate for teaching Arabic essay writing at NCE levels.

2. The selected topics used in the research are appropriate to the Minimum Standard Curriculum of NCCE Arabic language NCE II level.

3. That the students in the colleges selected for the study are homogeneous in all their learning characteristics and are facing similar problems in their study of Arabic language.

1.7 Significance of the Study

This work is the first among few recent researches that internalized the use of scientific strategies in the effective training of NCE students on writing process. This directly identified problems in Arabic essay writing concepts and to solve the problems facing students of Arabic language in the Nigerian Federal Colleges of Education and future teachers of our generation. Understanding of Arabic complex concepts encourages talent which will contribute a lot to the Nigerian Arabic literary development. Also, it will drastically reduce the incompetency of Arabic teachers in our schools.

Although, some studies carried out noted that students of Arabic mostly at tertiary Diploma and N.C.E. levels have poor deliverance in their writing expressions of Arabic language particularly in the aspects relating to grammatical and mechanical errors in essays and creative

writings Dantsoho, (2009) and Daud, (2011). This originated from their poor background, negative attitudes towards writing, or that the Curriculum did not place emphasis on this aspect by making the course one unit only at either NCE I or II.

The study will be an important piece for reference and a pacesetter to other researchers and stakeholders who would like to build from where the researcher stopped.

Teachers are the backbone for the successful implementation of any Curriculum. Their dedication and commitment is highly needed. Their self efficacy will enhance their output in applying new pedagogy in teaching, to produce specialists in Arabic language who are not only articulate in oral and written Arabic, but also conversant with current global trends in education; and would be able to impart same on students in Nigerian secondary schools where they are mostly employed to teach (Bawa and Aminu, 2007). The significance of this study to teachers is to adopt the Strategy (CCIS) in teaching Arabic writing particularly and other difficult aspects of Arabic language generally.

Curriculum planners on their part will investigate areas of improvement of the new Strategy in teaching Arabic reading and writing compositions and can be adopted in other Nigerian languages, suggests provisions for human and material resources for the effective implementation of the CCIS in the Curriculum fully taking into cognizance of Nigerian values.

The textbooks publishers on their part will open up new commercial ventures by developing new publications in line with the developing new Curriculum. All the stake holders

including Government, policy makers, educators, private agencies, companies and individuals are required to join hands towards publishing the relevant materials for the benefit of Nigerian citizens and the development of education sector.

Researchers on their part will endeavor to develop models and explore new modalities, approaches and techniques in their researches to improve the learning experiences. The researcher will also investigate and critically observe the validity and reliability, as well as the evaluation of the new Strategy in the research process. In addition, the area is subjected to further researches.

It is the hope of this research that, the Conceptual Change Instructional strategy as a model of teaching can be adopted by teachers for teaching in their classrooms, as the model has been found to be very effective in teaching even large classes using modern materials. If the teacher would employ CCIS teaching process in the classroom, it will help him explore talents, understand better student's conception and possibly help the students to resolve whatever misconceptions they might have in their earlier experience.

Also, it is hoped that students taught using CCIS will be effectively involved in the learning activities and as such will help them develop more confidence in themselves and what they learn. The Strategy also encourages exchange of thoughts and interactions. The students may become more conscious, confident and develop the ability of creative and reflective

thinking, so that they would try to correct their own misconceptions. The strategy therefore realizes student centered learning.

Findings of this research work has provided an insight into the effect of variables like background, gender and retention in shifting misconceptions for the purpose of improving learning among Arabic students in Federal Colleges of Education in Nigeria. Also, to help teacher training institutions, such as Federal Colleges of Education and Universities to include the Strategy into the existing approved teaching Strategies. Also, other stakeholders can follow suit in enlightenment campaign to teachers e.g. Nigeria Association of Teachers of Arabic Language and Literature (NATALL), Nigeria Association of Teachers of Arabic and Islamic Studies (NATAIS), National Board of Arabic and Islamic Studies (NBAIS) the Linguistics Association of Nigeria (LAN) etc. That can further conduct researches and organize conferences, seminars and workshops for professional teachers of language, which should build into their activities. This effective teaching strategy will be made a masterpiece for effective learning of language concepts. Furthermore, institutions responsible for teacher professional development like: Nigeria Education Research and Development Council (NERDC). National Teachers Institute (NTI). Curriculum Organization of Nigeria (CON) etc. would find the results of this research useful, thereby incorporating such into their Curriculum development, innovation and instruction programmes in language learning and beyond.

1.8 Scope of the Study

The study focused on Federal Colleges of Education in Nigeria, given the fact that, in terms of Curriculum, objectives, facilities and general characteristics. They are the same in the provisions of the National Policy on Education.

The study was delimited to FCEs found within the North-West States of Nigeria, this comprises seven states namely: Kaduna, Kano, Katsina, Jigawa, Sokoto, Kebbi and Zamfara with five Federal Colleges of Education identified namely: FCE Zaria, FCE Kano, FCET Bichi Kano, FCE Katsina and FCET Gusau Zamfara. Among these, four operates Arabic language departments and run Arabic programmes at NCE level, with the exception of FCE (Technical) Bichi in Kano state. State colleges of education are not involved.

To this effect, the study investigated the effect of Conceptual Change Instructional Strategy in remediating students identified misconceptions about selected topics in Arabic essay writing. It also investigated the effect of this Strategy on students understanding and their performance on the skills of writing and grammatical concepts when compared with those taught using the traditional instructional strategy. In addition, the effect of the Conceptual Change Instructional strategy on students attitudes towards learning Arabic as a second language due to its positive effects of developing students interest, span of thinking and critical analogy of the concepts in question. Also, gender related differences as it relates to the effect of Conceptual Change Instructional Strategy.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study assessed the Effect of Conceptual Change Instructional Strategy (CCIS) on Arabic Essay Writing Skills in Federal Colleges of Education in Nigeria. In this chapter, the literature review is carried out under the following sub headings: Conceptual Change Instructional Strategy: A Theoretical Framework, Theories of Conceptual Change Instructional Strategy, Conceptual Change Instructional model, Problems of Arabic language learners in Nigeria, Role of Arabic foreign literature on Nigerian Arabic Curriculum, Writing skills and Arabic essay writing, Effects of gender difference in learning Arabic language, Strategy for teaching Arabic essay writing, Teaching methods and strategies, Methodologies of teaching Arabic language at NCE level, Conceptual Change Instructional Strategy of teaching, Teaching for Conceptual Change , Application of Conceptual Change Strategy on Arabic Essay writing, Preconceptions and Misconceptions in Arabic language learning, Conceptual Change Instructional approach on Arabic Essay writing, Concept Mapping on teaching Arabic Essay writing skills, Empirical studies, Implication of literature Reviewed to the present Study and Summary.

2.2.1 Conceptual Change Instructional Strategy: A Theoretical Framework

A framework or outline is like a skeleton of the research work; it shows the flow chart of all the concepts and variables of the research in a systematic order which the researcher intends to follow (Umar, 2013). This research therefore provided an overview of the power of writing process as one of the distinctive feature of human beings acquired through teaching and

learning. Also, the research utilized medium of conceptualizing process by the means of psychological theories of cognitive developments.

Many researches by scholars highlighted on the aesthetics of writing as one of the components that elevated the man's intellectual disposition, and his unique activity which made him excellently superior from all other creatures. Indeed, writing is greater than speech, because speech benefits the present, while writing benefits both the present and the absent (Al-Hashimi, 2005).

This study used Social Cognitive Theory to explain the processes and outcomes of Conceptual Change Instructional Strategy (CCIS) on the cognitive (retentive) disposition of students as they attempt to form self concept using past experiences as indicated by their preconception of facts. This has far reaching influence on their behaviors and actions. The implication of this theory is to conceptualize the effects of Arabic essay writing skills among the federal colleges of education students specifically at the NCE II level.

A. *Social Cognitive Theory:*

In the Social Cognitive Theory, the emphases are on 3 variables:

- behavioral factors
- environmental factors (extrinsic)
- personal factors (intrinsic)

These 3 variables in Social Cognitive Theory are said to be interrelated with each other, causing learning to occur. An individual's personal experience can converge with the behavioral determinants and the environmental factors. See fig. 1 below:

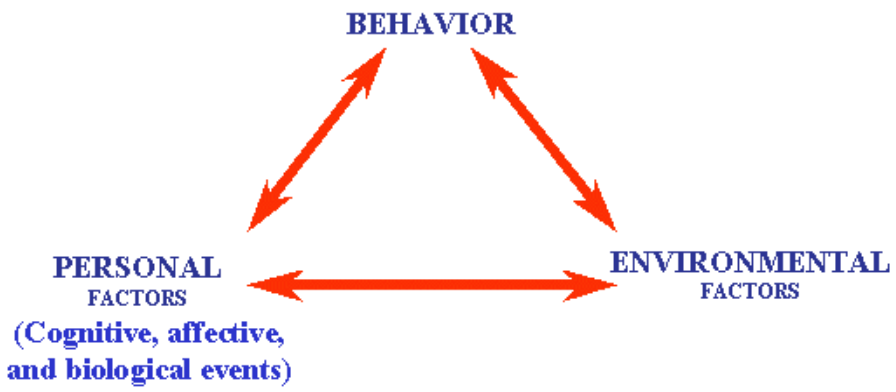


Figure 1: Social Cognitive Theory Pajares (2002)

In the person-environment interaction, human beliefs, ideas and cognitive competencies are modified by external factors such as a supportive parent, stressful environment or a hot climate. In the person-behavior interaction, the cognitive processes of a person affect his behavior; likewise, performance of such behavior can modify the way he thinks. Lastly, the environment-behavior interaction, external factors can alter the way you display the behavior. Also, your behavior can affect and modify your environment. This model clearly implies that for effective and positive learning to occur an individual should have positive personal characteristics, exhibit appropriate behavior and stay in a supportive environment.

In addition, Social Cognitive Theory states that new experiences are to be evaluated by the learner by means of analyzing his past experiences with the same determinants. Learning, therefore, is a result of a thorough evaluation of the present experience versus the past. The Cognitive Behavioral Theory says that individuals tend to form self-concepts that affect the behavior they display. These concepts can be positive or negative and can be affected by a person's environment.

In addition, self-directed learning has its foundation in humanist and constructive theories of learning, as well as experimental learning theory and contemporary adult learning. Common to these perspectives is a learner- centered approach where individual self-development and responsibility for learning is emphasized, Bichi (2007). Gagne (1977:19) describes self-directed learning as being "viewed from a collaborative constructivist perspective", combining an individual's personal responsibility for learning with the involvement of others in the validation of meaningful learning, suggesting that the construction of meaning and knowledge is both individual and social. This implies that, systematic investigation of how self-directed learning readiness relates to self- efficacy, self-esteem, self-concept, self-worth and self-regulation (emotional and cognitive) is clearly needed further our understanding of the construct and meaningful learning Bichi and Mayanchi (2007).

Language is a specific human capacity for acquiring and using complex systems of communication, or a specific instance of such a system of complex communication. The

scientific study of language in any of its senses is called linguistics. The approximately 6,000 to 7,000 languages currently spoken are the most salient examples, but natural languages can also be based on visual rather than auditory stimuli, for example in sign languages and written language. When used as a general concept, "language" may refer to the cognitive ability that enables humans to learn and use systems of complex communication, or the set of utterances that can be produced from those rules, Al- Duwaish (2001). Arabic as a language contributed immensely to the early understanding of West African history and civilization, (Davidson, 1959).

Language is the most dynamic aspect of human life; its complex nature makes it unique to the human beings who use them for expressions and communications. Language is a system of conventional signals used for communication by members of given community. The pattern of convention covers a system of significant sound units (the phonemes), the inflexion and the arrangement of words, and the association of meaning with words (Lamb and Arnold, 1980). Language can also be defined as a Strategy of communicating ideas, feelings, and information from one person to another. Language is naturally seen as conventional, systematic in style, symbolic, as well as dynamic, Sapir (1960). People use language to express their feelings, pass information or knowledge to others. (Dewey, 1916) asserts that the major instrument of human learning is language, which the child learns through social experience. He maintains that providing a body of common meaning for communication, the language of each society becomes the store-house of each society's ideals, values, beliefs and accumulated knowledge.

Without fear of contradiction, one can say that language is one of the greatest assets of human beings. Indeed, it is the means of socialization and transmission of culture, and a strong index for political and socio-economic development of society. In this study therefore the medium of writing the language and the problems associated with Arabic essay writing at NCE level among Federal Colleges of Education will be investigated.

Language study is a problem, particularly as a second language where a student is subjected to the learning of foreign language and literature. Language in literature is used in a specialized way. It is common to find the language of literature to be sophisticated and complex. For instance, a lot of figures of speech, images and symbolisms, and other technical language uses are employed in literature. Effort to grasp and understand the language often frustrates both the students and teachers of literature; it also makes their effort to be in vein (Isa, 2006).

The teacher therefore, can assist the learning of students in both reading and writing of students collaboratively. Writing collaboratively enables the teacher to appreciate the problems of students in the composing process, and enables the students to write well (Sadiq, 2007). According to Xing and Jin (1989) writing is a comprehensive ability involving grammar, vocabulary, comprehension, rhetoric etc. It is not restricted to composition classes, but integrates all other language skills.

Therefore, persuasive writing becomes the major mechanism in language learning. Also, that writing is learnt by doing, so the law of exercise should be applied in the teaching/learning

of writing, Ibrahim (1984). In essay writing, students' skills and ability is measured by writing well organized clear, precise, and accurate Arabic. In Arabic creative writing, the use of good expression in varied sentences, with good grammar, punctuation and paragraphing, make-up the whole body of a good essay material. An Oxford course in English composition- in Dantsoho (2007) played an important role in classifying essays into its basic kinds, and in expressing contents of each kind.

Arabic belongs to the Semitic family, and its original abode was the Arabian peninsula from where it expanded to north Africa in the 7th century A.C., and displaced the Hemitic-Tamachek languages that where predominant there. Arabic language today, is an Afro-Asiatic language spoken by the Arabs of the Middle East and the *Arabized* Arabs of North Africa. Its influence among the Muslims all over the world is great, for its religious status (Bawa, 2007:79). It is clear that until today, an Arabic study is overwhelmed by the foreign classical Arabic literature, whose dependency over ran our indigenous one for many years particularly in our tertiary institutions where the dependency on foreign literature sources is paramount. Both tertiary and degree levels are at stake of this over reliance it would have been more of modern indigenous Arabic literature.

The treasure of the Nigerian classical Arabic literature should be exploited for resource writings (including essay types), reference sources, and reviews among students of FCEs in Nigeria. A lot of indigenous sources of Nigerian Arabic literature are in abundance in all themes. These scholars were particularly the Islamic reformers of the 18th and 19th Centuries

(Mahmud, 2002). Many publications in Arabic from Sheikh Usman Dan Fodio, Sheikh Abdullahi Fodio, Sultan Muhammadu Bello, Nana Asma'u, Waziri Junaidu Sokoto, Waziri Ibrahim of Zaria and their disciples exist. Others among the new generation include university dons and learned clergies such as Prof Aliyu Abubakar, Prof Aliyu Na'ibi Suwaid, Prof Shehu Galadanchi, Prof Tijjani Al-Miskin, Sheikh Abdullahi Al-Ilori, and Sheikh Sherif Ibrahim Saleh just to mention few.

2.2.2 Theories of Conceptual Change Instructional Strategy

In the early 1980's, a group of science education researchers and science philosophers at Cornell University developed a theory of conceptual change (Posner, Strike, Hewson, & Gertzog, 1982).This theory is based on Piaget's notions of disequilibration and accommodation as well as Thomas Kuhn's description of scientific revolution (Kuhn, 1963). According to Kuhn, scientific revolutions have followed a consistent pattern. First, a dominant scientific paradigm--a basic way of perceiving, thinking, valuing, and doing (Harmon, 1970)--fell into a "state of crisis" by failing to provide solutions or explanations to deal with significant problems identified by the scientific community. Second, an alternative paradigm with the potential to solve these problems had to be available. The existence of these two conditions increased the probability of a "paradigm shift, "or universal adoption of a new framework for thinking.

Below is a model in a flash animation which demonstrated scientific misconception-

Caption: In the animation:

1) The question is posed: why are there seasons?

2) The child answers: Earth orbits in a curlicue pattern, so the difference in distance of the earth to the sun causes the seasons.

3) The MKO replies (Conceptual Conflict) that Earth in fact travels in a circular orbit; it is the tilt of the earth's axis that causes the seasons.

4) The child questions the intelligibility of the alternative conception (that the tilt of the earth's axis causes the seasons).

5) The MKO explains that because of the tilt, some parts of the earth will experience indirect sunlight (winter), while the areas experiencing direct sunlight will have summer.

6) After reflection, the child realizes that the alternative conception is plausible and accepts it.

7) The summary if the northern hemisphere is experiencing summer, then the southern hemisphere is experiencing the opposite season-winter. This Flash animation was designed and developed by Alissa Huelsman-Bell, Matt Lisle, Kathy Sanchez, Khang Sing, Miranda Storey, Lisa Strozier, and Chun-Min Wang.

2.2.3 Conceptual Change Instructional Model

Several Conceptual Change Models have been developed but this study used Posner et al (1982) model as a guide, theories in psychology of learning as well as several other researches that follow the same vein such as: Nussbaum and Novick (1982), Scott, Asoko and Driver (1991). The researcher identified Hammerly integrated language teaching Strategies (1985) with similar combined strategy. These are series of teaching models which has been the strategy used in teaching different concepts of Arabic language in Saudi Arabia (Al-Duaish, 1994).

Cognitive conflict has been used as the basis for developing a number of models and strategies for teaching for conceptual change. Among these are the Generative Learning Model (Cosgrove & Osborne, 1985), the Ideational Confrontation Model (Champagne, Gunstone, & Klopfer, 1985), and an instructional strategy using anomalous data (Chinn & Brewer, 1993). Although these models suggest different Strategies and techniques, they share a structure similar to the conceptual change teaching strategy proposed by Nussbaum and Novick (1982):

i- Reveal students preconceptions

ii-Discuss and evaluate preconceptions

iii- Create conceptual conflict with those preconceptions

iv- Encourage and guide conceptual restructuring

A basic assumption in teaching for conceptual change is "the key constructivist idea that construction of new conceptions (learning) is possible only on the basis of already existing

conceptions" (Duit, 1999, p. 275). Even though existing knowledge (be it correct or incorrect) allows us to make our way through the world, we are not necessarily conscious of it. Thus, the first and most significant step in teaching for conceptual change is to make students aware of their own ideas about the topic or phenomenon under study.

Present the Exposing Event:

To elicit students' conceptions, instruction with an exposing event, the exposing event is any situation that requires students to use their existing conceptions to interpret that event. Exposing events may be of two types: a situation for which outcome is not known or one in which the outcome is known (Chinn & Brewer, 1993). In the "unknown" case, the teacher asks students to predict the outcome and explain the basis for their prediction. In the "known" case, students make no predictions; however, they must provide an explanation of the event. Heather's teacher used a "known" exposing event to reveal student preconceptions. She simply asked the students, "What causes the seasons of the Earth?" However, the teacher could have employed an "unknown" exposing event by presenting a physical model of the solar system with the earth positioned at some specific point relative to the sun. She then would ask the student to predict which season(s) the northern and southern hemispheres would be experiencing at the time.

Ask Students to Describe or Represent Their Conceptions:

Students can represent their ideas in many ways. They can write descriptions, draw illustrations, create physical models, draw concept maps, design web pages, or create any

combination of these to evidence their understanding of a particular concept. If computers and the appropriate software are available, students can develop presentations (using PowerPoint or other software), create models or simulations, or construct concept maps. Regardless of the Strategy, the goal of this step is to help students recognize and begin to clarify their own ideas and understandings. Once students' conceptions are made explicit, teachers can use them as the basis for further instruction.

Discuss and Evaluate Preconceptions:

The goal of this step is to have students clarify and revise their original conceptions through group and whole-class discussions. If this is the teacher's first conceptual change learning activity, it is wise to begin with the latter; such discussions allow the teacher to model the evaluation process before students evaluate each other's ideas in smaller groups. To begin, the teacher asks various students to describe their representations (conceptions). After all conceptions are presented, the teacher leads the class in evaluating each for its intelligibility, plausibility, and fruitfulness in explaining the exposing event. Nussbaum and Novick (1982) suggest that the teacher accept all representations and refrain from value judgments. The teacher should also refer to the representations by student name, e.g., "who thinks Heather's drawing is right?"

After the whole-class discussion, students with differing conceptions work in pairs or groups to evaluate each other's ideas. Each group selects one conception (or a different conception modified through evaluation), provides a rationale for the selection, and presents

that rationale to the whole class. Student motivation can be increased by allowing the students to vote for the conception that they think well explains the exposing event.

In the whole-class discussion in A Private Universe, Heather learns that her curlicue orbit theory was incorrect. Most students represent the earth's path around the sun as circular because that is how it appears on the solar system model the teacher was holding.

Heather works with Roger and Susan in the group discussion in the video. Unlike the other representations, Roger's depicts the earth's path around the sun as oval in shape. He says that the oval path explains the seasons: "When the earth is really close to the sun, it's hot. When it's far away, it's cold. If it's a circle, then the temperature is always the same, 'cause the earth is the same distance from the sun." Susan adds, "If it's oval, it'll be hot twice a year and cold twice a year!"

Create Conceptual Conflict:

As students become aware of their own conceptions through presentation to others and by evaluation of those of their peers, students become dissatisfied with their own ideas; conceptual conflict begins to build. By recognizing the inadequacy of their conceptions, students become more open to changing them.

To create greater conflict, the teacher creates a discrepant event. The discrepant event is a phenomenon or situation that cannot be explained by the students' current conceptions but can be explained by the concept that is the topic of instruction. At this point, if no student has

offered the "correct" conception, then the teacher may suggest it as one given by a student in a previous class. If the teacher does not know the range of student (mis)conceptions about a topic or phenomenon before the conceptual change activities begin, it may not be possible to plan a discrepant event in advance. In such cases, the teacher should ask the students to suggest a test or Strategy to determine which of the students' (and possibly "planted") conceptions best explains the "exposing event." If the subject is science, the students may suggest some type of experiment. The teacher could also create a discrepant event by presenting anomalous data evidence that contradicts the students' current conceptions (Chinn & Brewer, 1993).

Encourage Cognitive Accommodation:

Students should be given time to reflect on and reconcile differences between their conceptions and the target theory. The teacher should incorporate reflective activities into lessons to promote cognitive accommodation or restructuring of the student preconceptions.

Learning Environment:

A cooperative learning environment is necessary for successful conceptual change instruction. There must be opportunities for discussion; students must feel safe in sharing their viewpoints as they consider and evaluate other perspectives (Bruning, Schraw, & Ronning, 1999; Scott, Asoko, & Driver, 1991). The "safety factor" is especially important when the teaching employs the cognitive conflict strategy presented above.

For successful implementation of the conceptual change instructional strategy, the teacher and students should have some experience with constructivist learning and cooperative learning groups. Students who are accustomed to a transmission style of teaching (i.e., direct instruction) may be less motivated to participate in discussion-based activities (Scott, Asoko, & Driver, 1991). The teacher must be a dept in managing class groups and able to assume a facilitative role.

Conclusion: Implications for Teaching and Learning

Challenges and Benefits:

Teaching for conceptual change is not an easy process; it is more time-consuming than traditional rote teaching methods. It requires a supportive classroom environment in which students feel confident in expressing and discussing their ideas. Conceptual Change Instruction also requires that the teacher possess well-developed facilitation skills and a thorough understanding of the topic or phenomenon in question.

Conceptual Change learning results in better conceptual understanding by the students' consistent evaluation and clarification of conceptions helps students develop metaconceptual awareness; that is, they come to understand how they develop their beliefs (Gentry, 2001).

Although a specific instructional approach has been presented here, other constructivist teaching approaches may also promote conceptual change learning. The unique features of conceptual change instruction are that students make their conceptions explicit so that they

become aware of their own ideas and thinking, and that students are constantly engaged in evaluating and revising their conceptions. Students are more likely to rid themselves of conceptions that they have evaluated than those that they have not examined at all.

2.3 Problems of Arabic Language Learners in Nigeria

Arabic in Nigeria faces numerous problems. Some of such problems emanated from individuals, parents, educators, while some are from government. Despite the historical relevance of Arabic to Nigeria as earlier highlighted, the federal government of Nigeria has continued to create some huddles on the way of Arabic studies; for instance, the official recognition given to French, as the second official language by the Federal government, which was said to be for smooth interaction with our neighbors. It is mentioned that accordingly, French shall be compulsory in schools (National Policy on Education, 2004).

Although French and Arabic are two international languages taught as subjects on the Secondary School Curriculum, both Junior and Senior (NPE: 2004). The Government is fully aware of the problems that are sure to affect the teaching of both languages seeing that they are foreign languages for which pupils will not readily find environments to interact with on a daily basis. Apparently, the government has established two Special language villages, one for Arabic in the North-East of the country at Ngala-Borno state, and the other for French in the South-West at Badagry-Lagos state, where students can go for acculturation over periods ranging from six months to one whole year. This acquaints students with experience and full immersion in those two languages. This approach to the teaching of French and Arabic has

the unexpected benefit of pointing at or highlighting what would appear to be a fundamental fallacy in the teaching of English, namely, the assumption that the language is a second rather than a foreign language in Nigeria.

The same problems faces students of Arabic in the colleges particularly those who came through government secondary schools. Experiences from the WAEC/NECO Arabic examiners in Kano and Zaria have explained that for many years the students appeared to have difficulties when writing in Arabic, because of poor background. Although the Curriculum of Arabic language study at WAEC/ NECO level is rich in its contents, it is not fully taught Salisu, Y. (personal communication, November 7, 2010), Ubaidullah Salihu and Abubakar Jibril (January 7th 2015) mentioned that their problems are caused by the inappropriate strategies of language teaching and in adequate learning materials in public schools due to poor sensitization from the school authorities and the government negative attitude towards teaching the language led to students' lack of interest in the study of the language. Also, the environment and the condition of learning Arabic as a foreign language is unsuitable. It is only optional at senior secondary level. Its placement by the education policy as non-vocational alienated it from making any relevant subject combination.

Therefore, for students to succeed in the study of a foreign language- Arabic specifically, they need to surround themselves in a language learning environment. In the case of Arabic students, who enrol at NCE to study Arabic from the Government secondary schools, are mostly those who ran from it initially. Therefore, they are mostly among those who faced

difficulties and of course managed little opportunities to use it as the foreign language fluently apart from English language in their schools. As a result, many problems occur when they study the language at colleges where the medium of instruction is the Arabic in all the subject areas.

Essential concept of any Curriculum is to serve the needs of mankind whether in the organized environment or not. These essential needs can be attained at various levels of life endeavors. It could be realized by making efforts or displaying talents to bear upon some acquired tools such as knowledge, skills, techniques, attitudes and appreciations (Onwuka, 1990).

In establishing any new curriculum for teaching foreign languages and considering its functionality and approaches to deliver its provisions, it must consider the environment and the needs. The term "new" must not mean the ever first thinking found or discovered in teaching/learning that no one ever knew or practiced before (Kharma and Hajjaj, 1988). The trend may be the result of new research findings, needs or developing from the existing one. The curriculum of teaching Arabic language in Nigeria has long existed as part of Islamic religious studies to the extent that many could not differentiate especially at the ordinary level of education.

The curriculum in use in the public schools was not reviewed or amended for quite a long time as it was supposed since its inception. The contents are bulky and almost impracticable

to just introducing students in junior secondary schools with very little opportunity to students who can hardly read Arabic very well to master that rich literature, or rather the content is overwhelmed with classical literature which is rarely in use in the present time, except for students who received training elsewhere.

The aftermath of British take over, when schools were opened and government employed workers and salaries are paid to those who attended these schools and have certificates which were largely based on English models. On the other hand, the graduates of Arabic/Qur'anic schools have no future. This situation cannot be bearable, so some intellectuals began to think of solution and proposed reforms in the then existing situation in the system of Arabic and Islamic Education.

Fafunwa (1974) reported that, when Alhaji Abdullahi Bayero, the then Emir of Kano returned from his pilgrimage to Mecca in 1934, he brought with him new ideas based on what he had seen in the middle East and Arabia. He set up a school at Kano, to be maintained jointly by all native authorities, for the training of Shari'ah Court Judges (Al-Qadis). It was named the Northern Provinces Law School. In this way, the Shari'ah system which in earlier times had been prevalent in the North, once again became acceptable. In 1947, the Law school was changed into the School for Arabic Studies (SAS) and became under government control. The main task of this school was to train teachers in Arabic and Islamic subjects, as well as in English and Arithmetic.

The most recent development in this respect was the effort of the National Board for Arabic and Islamic Studies (NBAIS) of the Institute of Education Ahmadu Bello University, Zaria Curriculum reform for Arabic Secondary Schools in Nigeria. These schools got new development and general reform of their Curriculum and recognition as a new national examination body by the Federal Ministry of Education and the NBAIS, the National Board for Arabic and Islamic Studies, which was established by the law no. 10 of the then Northern Nigeria in 1960 by Sir Ahmadu Bello, the Sardauna of Sokoto. Currently moving with changes that affect the Nigerian Education Sector, the Board, NBAIS, has adopted the main stream of the National Basic and Post Basic Education Policy. To that effect, the Board has registered about 500 Schools and Colleges at both Junior and Secondary school levels.

Recently, under the effective coordination of the Institute, the Board was offered full recognition by the Federal Government through the Federal Ministry of Education. Thus the 62nd Joint Consultative Committee on Education (JCCE) recommended the memorandum for its full recognition in May, 2010 at the meeting hosted by Akwa Ibom state government. Later, at the meeting of the 72nd JCCE plenary session held at Jos in September 2010, the recommendation of the JCCE meeting was endorsed unanimously in the presence of representatives of the State Ministries of Education and other stakeholders. The endorsement was made for further consideration and approval by the National Council on Education (NCE).

The National Chairman in confirming this development in Daily Trust of July 22, 2011(pp. 9) further explained that, eventually, the NCE considered the recommendation and endorsement mentioned earlier at its 57th Meeting held in February, 2011 at Sokoto. At this meeting the NBAIS full recognition was approved as contained in the Communiqué at the end of the meeting. This eventually can be seen as welcome development and panacea to the status of Arabic language at secondary level.

The vision of NBAIS is to be at the frontline in realizing the ambition of the Federal Government of Nigeria in its program for the proper integration of Western and Islamic Education, the promotion of Qur'anic schools and the Madrasah system of Education in the Country. Today, about 700 Arabic secondary schools are registered with the NBAIS across Nigeria and more than 33,000 candidates wrote SAISSCE in the year 2014. These are reasonable recruits to the Federal Colleges of Education and Universities who offer Arabic language Education with Nigerian orientation and culture.

Katibi (2002: 6) highlighted that, it was between 1960 and 1990 that Ministry of Education initiated a programme for training both male and female secondary school teachers. Since then Arabic secondary schools who wrote final examinations in senior Islamic studies(SISCE)and Higher Islamic Studies (HIS) have been flourishing all over the North. But despite these developments, through out these years, the Curriculum has not been changed in order to move with time. As such, its products cannot adequately meet the needs and the aspirations of the Nigerian society, nor that of the world in which generally, things are

fast changing towards the direction of development of information technology. In addition, the imperativeness of the education policy which places Arabic language among the Non-vocational subjects did not give Arabic a favorable placement. Arabic is a language with more potential learners than French language, the national policy should made it an option between the two international languages. See NPE (2004:15).

Nevertheless, Arabic is being recognized by the NPE as a course of study at NCE level, this quenched the fire of imperativeness against Arabic studies and one of the important mediums of national unity and development as anchored by the Nigerian philosophy of education. Therefore, the NCE Arabic language education Curriculum as contained in the new minimum standard of the NCCE is designed to:

(a). Prepare the student-teachers for the task of teaching the language at the junior and senior secondary school levels.

(b). Help student teachers to acquire spoken and written competence in the Arabic language.

(c). Enable students use Arabic as a medium of instruction.

(d). Acquaint student-teachers with the socio-political and cultural lives of the speakers of the language, with a view to promoting international understanding and

(e). Prepare them for further studies in Arabic Education and other areas of Arabic Studies.

2.4 Role of Arabic Foreign Literature on Nigerian Arabic Curriculum

Foreign literature in Arabic have for long overwhelmed its study in Nigeria. Its adoption by the earlier scholars have been strictly adhered to from its rise and fall of the classical Arabic language and literature, as discussed in varying degrees by al-Zayyat (n.d.), Taha (1972), Lawal (2004) and Abbas (2013) among others, can be traced to the adoption of the language by the Quran in a divine literature, in which both the pre-Islamic and Islamic Arab cultures are encoded. Apart from enriching the bodouing Arabic in terms of style, vocabulary and flexibility, which enabled it later to develop and accommodate foreign alliance, artifacts, concepts and ideals. The Quran also motivated the rapid development of the Arabic script. And upon the outbreak of solecism (al-lahn) among the early Muslim community, the sciences of Arabic philology, grammar and rhetoric were invented to preserve the text of the Quran and facilitate its understanding (Raji, 2003).

It is crystally clear that until today the Curriculum of Arabic studies is overwhelmed by the classical Arabic literature, whose dependency over ran our indigenous one for many years. Both tertiary and degree levels are at stake of this over reliance, it would have been more of modern indigenous Arabic literature which will emancipate the courage of creativity than much of traditional memorization of treasure of classical literature. These restrict talents and weakened independent motives among the curious youth for learning, although this literature abundance is still being the masterpiece pre-requisite for proficiency and perfection of classical Arabic knowledge. These literatures should be exploited for resource writings (including essay types), reference sources, and reviews among students of FCEs in particular

and Arabic students in higher institutions in Nigeria. A lot of indigenous sources of Nigerian Arabic literature are in abundance in all themes.

Today, most studies of Arabic and all its branches of knowledge taught in colleges of education and universities rely on foreign Arabic sources and references despite the fact that efforts is being made by scholars to exploit the works of the earlier scholars in the Nigerian Arabic literature. But, the Curriculum needs to be modified to fit in the indigenous education and culture to foster the unity and development which is the ardent prayer of the contemporary Nigeria.

2.5 Writing Skills and Arabic Essay Writing

The tradition of written literature was an established fact in Hausa land adopted from Arab scholars since around 15th century. The first writing skills here was using Arabic letters in adaptation or Arabic script to write Hausa, otherwise known as '*Ajami*' or '**عجمى**' by the indigenous scholars. This became the basis of intellectual activities and emergence of the art of writing in the region. Smith (1971) added that many visitors came including preachers; notable among them was the great Arab scholar, theologian and political theorist sheikh Muhammad ben Abdulkarim al-Maghili (d.910AH/1504CE) who played significant role to the rulers and the people of the region. His works made significant contribution in the development of writing. This made other indigenous scholars embark on writing and its learning process to children in writing kur'an particularly in Arabic and Hausa using Arabic scripts.

Language in its written form plays a central role in technologically advanced cultures. It is chiefly through writing that we communicate, regulate, and appeal to one another. The acquisition of written language allows people to reliably expand their relationship to those beyond their physical reach in time and space. Just as a certain complexity of thought is beyond our grasp without the mediating factor of oral language, a level of cultural complexity is dependent upon the use of written language (Lamb and Arnold 1980).

At one time, it was believed that children were not biologically ready to read or write prior to school Delacato (1959) stressed the importance of neurological development which supported the idea that instruction in both reading and writing were futile before a given age, usually about six- years- old. However, researchers have long noted that the development of writing begins prior to formal instruction and shares many characteristics with language learning.

In 'What Did I Write', Clay (1975) encouraged adults to view children's writing as developmental language system. Clay suggested that many "errors" are actually signs of progress reflecting the use of *rules* or ambitious attempts to communicate meanings.

Further researches in written language development such as Read (1975), Lamb (1979) and Chomsky (1971 & 1975) have focused attention on the "invented spellings" which children initiate in their early writing. Analysis of "invented spellings" reveal that, when

children's writing is allowed to develop naturally without formal instruction, their spelling attempts are not haphazard or random, but rather rule governed, systematic and logical.

It is therefore relevant to older students at Teacher Training Colleges to adopt such principles in developing their writing skills, as well as their professional career. The stepping stone is the great deal of experiences prior to school up to earlier years of study. This implies that Conceptual Change Instructional Strategy is based on the prior experience of the learner which he comes to school with. CCIS Instructions here aimed at extending and expanding this knowledge in a way that is consistent with the natural development process, that student must continue to view written language in meaningful and functional form giving the condition of its application.

Writing is an exploration that you start from nothing and learn as you go on. Not everyone is naturally a gifted writer. Students possessed knowledge about written language and a variety of forms of writing; quality instruction reflects students experience and knowledge. In fact, writing is a social activity; writing instruction should be embedded in social context. Students can take responsibility in shaping the classroom structures that facilitate their work.

In recent years, a discipline composition studies, or composition and rhetoric has developed to study and teach writing in a sense that greatly expands its meaning from the traditional "basic skills", that most people associate with college composition classes. The old "Freshman English" (as at Syracuse) was traditionally a place for brushing up on "basic

skills" of literacy (or remediating the failure to learn them), and the idea was that after mastering the rules of grammar, form, and correct composition students only needed practice to maintain them, Karin (2005).

Aside from the fact that colleges did not usually offer such practice in later courses, research shows that, this is a greatly impoverished and misleading conception of literacy in today's world. Composition studies addresses the broader challenge of understanding and teaching "advanced literacy" in an information-rich, multimedia society where writing is the key to an array of sophisticated, interdependent intellectual, social, linguistic, and symbolic competencies. Writing conceptions must be brought forward, so as to make adequate preparation and proficiency through conceptual understanding and application to the teaching of writing skills. National Council of Teachers of English NCTE (1998-2013), further buttressed these writing concepts to take into cognizance and for effective writing.

These include:

- Language learning proceeds most successfully when students use language for meaningful purposes.
- Experience, extensive reading and writing with a particular genre or domain increases successful performance in the writing skills.
- Writing is effectively used as a tool for thinking and learning throughout the Curriculum.

- Language skills conventions (grammar, punctuation, and spelling) are most successfully learned with a combination of carefully targeted lessons applied within the context of meaningful writing.
- Technology provides writers the opportunity to create and present writing in new and increasingly flexible ways particularly in combination with other media.

2.6 Effects of Gender Difference in Learning Arabic Language

There was quite a distinction between opposite sexes in the pursuit of education in this part of the country. Though the gap is fast bridging in urban cities, but up till now, the problem persists in the rural areas. Some of the problems are culture, poverty and negligence where as female child is seen culturally as a person on transit from her family to living under *purdah* in matrimonial home. The male counterpart is seen as future hero of his family who will inherit and later become promoter of the house glory. Base on this assumption, many fathers were careless about the education of their daughters over the year's especially western education.

Arabic language and its learning are seen as Islamic national language, as such, it is not taken lightly, and both male and female children strive to learn it. But its study at conventional schools especially at higher level like N.C.E. does not give it much difference from other disciplines, because there is certificate after school and one can be employed with government. So, the major cause, as it relates to learning in an institution at times, confronts problems of laxity, poverty, and ignorance against womenfolk. For instance, in a submission

to Kano state Directorate of Shari'a known as 'A DAIDAITA SAHU' Mal. Lawan Adamu Giginyu submitted an open write up titled 'YAR BAHAUSHE' (daughter of Hausa man) in the submission Giginyu clearly expressed the cause and effect in a typical Hausa rural community.

"That Hausa female child is well taken care of at tender age, there is no distinction between sexes, because the basic needs are feeding and dresses etc. but, the challenging moment is when she riches school age. It is at this particular time the thinking will change. Fathers become passive, and negligent, most daughters' education lasted after primary school and secondary levels. She is left with very shallow knowledge of both religious and western education. That is the geneses of Hausa female child with higher certificates are very scarce", (Giginyu pp. 1-2).

Concerning gender effects, some researchers revealed different opinions as regards to who is academically superior between male and female students in learning process? Mahmud (2009), recorded reports by different researchers such as, Inyang who opined that, males are superior to females academically; while others like Mari (1994) revealed that females are academically superior in mathematics and science. Also, Danladi (2003) revealed no significant difference in academic achievement between boys and girls on tasks involving processes and skills acquisition. In recent years, international researches concerning development in all aspects of life that men leads revealed that, the gap is seriously reducing between male and female; BBC radio reported almost equal progress between male and

female educationally, politically and economically in many countries of the world, BBC Hausa (25/10/13).

History of Arabic literature must replicate the memories of women literati who had made remarkable contributions to Arabic literary activities in Arabia. On the Nigerian scene, women like Sayyidah Ruqayyah al- Fulatiyya and Nana Asma'u daughter to Uthman Fodio who flourished in the 18th and 19th centuries respectively emerged to compete with men of their era in literary abundance (Folorinsho, 2006).

In Arabic scholarship writing process, especially in Nigeria the researcher is finding it difficult to arrive at any research work that specifically compared gender achievement in Arabic language study between male and female. The pride of inherent prolific Arabic writings remained a legacy in our bureaus and crescent artifacts centers. The Arabic/Islamic scholarship is mostly attributed to men; who were seen as disciples and inherent of the prophet Muhammad (SAW). Even though, His tradition attached great importance to women education and declared it compulsory on both male and female; He even mentioned that, "educating a woman is the same as educating the whole society, while educating man is just same as training a single soul". This is for the fact that women keep homes and rear children from the grassroots, hence become the first model school of their children. To this effect, it was clear that, His younger wife Aisha (RA) became teacher to the prophet's companions both male and female and has reported many Hadiths. Another woman Khansa'u was known to be a great writer and poet during His time. Also, the era of great scholars of Usmaniyya Caliphate of the 18th and 19th Centuries in northern Nigeria identified their

writing contributions in Arabic language and literature, jurisprudence, theology, leadership, histories, and poetry, which were mostly written Arabic works.

The outstanding female legend of that period was Nana Asma'u the daughter of Shehu Usmanu Dan-Fodio who also wrote widely in Arabic literature, Hausa and Fulfulde in various topics. Boyd (1981) narrated that Nana Asma'u lived in a purdah, which means she did not go out of her husband's house. Nevertheless her home became a centre for women's education; groups of women came to her throughout the year from places both far and near. Nana started writing books and poems soon after she went to live in Sokoto and she continued writing for the rest of her life. Some of her books are in Arabic, some in Hausa, a lot are written in Fulfulde. In some of her works she called people to the religion of Allah like her father did. Other works are poems of prayers and jihad epics.

Female writings of today particularly academics in Arabic world mostly are the same with men especially that which are necessary requirement in their academic pursuit like projects, journals, and dissertations. In terms of talent, the few were pre-occupied in writing based on their socio-cultural life drives, which involve love, fictions, family and matters relating to children and their upbringing or health problems. In Nigeria particularly in the area of this research, even such writings from women are mostly in Hausa native language, although there are impacts originated from Arabic stories and stylistics. In recent years more effects of western education are manifesting in the writings and of course style of English the lingua-franca. Efforts is being made to encourage creative writings right from the NCE level under the course *Insha'i* and creative writing in their degree course.

However, Arabic literary critics have not discovered any other woman as prominent as the duo (Ruqayyah Fulatiyyah and Nana Asma'u) with outstanding productivity in Arabic language scholarship in this part of the country. Although Nigeria is a nation where women performed excellently well in various fields of human endeavour, their absence in the field of Arabic scholarship is a vacuum in the nation's intellectual growth. In the last two decades more women are emerging to the role of Arabic teachers/lecturers and many excel to higher certificates and ranks in the institutions of higher learning.

2.7 Strategies for Teaching Arabic Essay Writing

Prior to discussing the theories related to writing for academic purposes, some studies were highlighted in relation to writing problems. Kambal (1980) analyzed errors in three types of free composition written by first year Sudanese university students. The study look into consideration the major syntactic errors made by these students in the verb phrase and the noun phrase. Also, he reported that the three main types of errors made in the verb phrase are verb formation, tense, and subject-verb agreement. He discussed errors in tense within five categories: tense sequence, tense substitution, tense marker, deletion, and confusions of perfect tenses.

The study findings reveal that the third-person singular marker was used redundantly, and they also revealed the use of incorrect form of verb *to be.* Zughoul and Husain (1985) pointed out that the lack of lexical variety, subordination, and their heavy reliance on redundancy that does not add any new information to the text are the main problems learners

are facing in writing skills. As a result, L2 practitioners are still in search of a coherent, comprehensive theory of the teaching of writing. The major writing theories/ approaches proposed in the literature are product, process, and genre.

Product Approach

According to Silva (1990), the product theory of writing highlights form and syntax and it emphasizes rhetorical drills. The product theory focuses on the written product, rather than on how the learner should approach the process of writing. In this theory, writing concerns knowledge about the structure of language, and writing development is the result of the imitation of input (Badger and White, 2000). In addition, Ardnt (1987) argues that the importance of imitation and a model in this theory are not only for imitation, also for exploration of analysis. Similarly, Myles (2002) confirms that if the students are not exposed to written model texts, their errors in writing are more likely to be reduced. In fact, Jordan (1997) indicates that the students are required to focus on model, form, and duplication. In other words, the students study model texts and attempt various exercises that enable them to draw attention to relevant features of a text, and then replicate them in their own writing.

Process Approach

Another theory which was proposed in order to teach writing is the process theory. Hyland (2003) indicates that the process theory focuses on how a text is written instead of the final outcome. He adds, the process theory has a major influence on understanding the nature of writing and the way writing is taught. Therefore, the process theory emphasizes on

the importance of certain procedures such as pre-writing, drafting, evaluating, and revising. He pointed out that the process theory would involve introducing techniques that help the students identify and engage a topic; students are required to show multiple drafts of a work. After discussions and feedback from evaluators, the students would revise the drafts. Rewriting, revision, and editing are essential parts in writing, in this theory.

In a similar case, Jordan (1997) states that process writing enables the students to make clear decisions about the direction of their writing by certain procedures such as discussion, tasks, drafting, feedback, and informed choices. The advantage in adopting the process theory is in updating the importance of the cyclical and recursive nature of writing that is employed by native writers where 'ordinarily pre-writing, writing, and rewriting frequently seem to be going on simultaneously' (Smith, 1982: 104). Tribble (1996) explains process-based approach in teaching academic writing. He says that the students first brainstorm in small groups the topic to be discussed in writing; this helps them to generate ideas before starting to write. This is followed by gathering an outline of the essay and individually writing its first draft. Students revise their first drafts and give them to other students for peer-reviewing and commenting on. The final stage is editing the essay by the writer himself/herself to eliminate all language errors.

Thus, this approach focuses on process rather than product. In the same vain, the CCIS advocates similarity with process approach, where the preconceptions and misconceptions

are reviewed critically and evaluation through brainstorming on the concept in question before final arrival at new conception.

Genre Approach

The genre theory in writing emphasizes on the social context in which writing is produced (Badger and White, 2000). Swales (1990) explains that the genre theory is a class of Communicative events and that the members of the communicative events share some set of communicative purposes which are identified by the expert members in the academic context. The experts will be the lecturers who are teaching the various subjects. As claimed by Davies (1988), students, teachers, and subject tutors are all involved in the written language for a selected field of study and the forms of expression permitted within the field. Davies (1988:131) suggests that the students, in aiming to attain academic success 'somehow discover the criteria by which the different genres they produce are assessed.' He seems to suggest that the criteria are not made explicit to students. Swales (1990), emphasizes the genre-based approach in teaching academic writing. He focuses on analyzing communicative purposes of the text read by learners and the means used by the writers of these texts to reach such purposes. In this approach, the students learnt to write their own texts trying to achieve similar communicative purposes by way of choosing the most suitable and expressive language means for that.

All these three could be integrated as one broad approach in teaching Arabic writing skills, because Conceptual Change Strategy adapts different Strategies to cater for teaching all the difficult concepts of the subject area. For instance, Arabic essays are of different categories, forms and style. The three literature genres are different, each with a particular form and style of writing as highlighted in the three approaches above; for example, the style and form of writing Prose is different from that of Poetry, as well as that of Drama. Therefore, it is quite relevant to converge the three in teaching these three concepts.

Al-Katibi (2002) views the genre approach as a dynamic approach which varies across time, across discipline, and across instructors in the discipline. Thus, the aim of the genre approach in writing is to help students master the conventions of a particular form of genre that is relevant to their specific situation. This approach requires collaboration with instructors from the disciplines, which may not always be possible. It is important for the teachers to have cooperation with the students, with the teacher taking an authoritative role to support learners as they move towards their potential level of performance. Similarly, Paltridge (2001) proposes a framework that involves exploring the texts and contexts of students-target situation, enabling reflection on writing practices, exploiting texts from various types of genre and language learning problems reacting mixed genre portfolios.

In matters relating to writing activities, at least three key issues come to mind as highlighted by the ABU Teaching Manual (2010:73). These include:

i. Learning to form correctly the alphabet of a particular Language. This activity is often called calligraphy.

ii Copying materials such as whole texts, names, reports, agreements statements, plays, lengthy correspondence. This activity was common place, centuries ago when confidentiality was of utmost importance. Today, it is used where security or avoidance of fraud is under consideration, as in certificate writing.

iii. Working on an assignment especially where learners are under instruction to produce some original piece on a given topic. E.g. write on the topic: "My last Sallah break". And so on.

2.8 Teaching Methods and Strategies

Teaching methods are based on psychological assumption about learning, Curriculum and the Teacher. The modern Computer Assisted Instruction (CAI) is to solve problems of teaching so as to encourage independent thinking and learning. However, the accessibility is a problem and large class sizes can not augur well for computer assisted instruction.

Another advocacy was on individualized instruction. This may be apparently good because it bridges the gap between the teacher and the learner and reduce anxiety. How practicable is this teaching Strategy against the background of mass education and over crowded classrooms. Williams (1991) for example, made an observation thus, "individualized instruction is not in line with the principles of life long education which has its goal to train young people to have an open mind, intellectual flexibility and sensitivity to new phenomenon."

In another context Ikwemelu (1993) and Okobia (1984) proposed team teaching especially in certain Curriculum areas such as the humanities. But the main problem of the team teaching particularly on language is logistics. Coordination and adequacy of proficiency may be lacking particularly in a subject where its teachers are mainly trained and drown from different areas of language specializations.

Thus teaching methods are many and most teaching methods used today in classrooms are based on certain psychological assumption. However, the old hypothesis by Gage (1975) that no teaching Strategy is the best or superior support the theoretical assumption that any Strategy can effectively promote cognitive, affective and psychomotor developments in the learner. This idea supported by Donkin and Barnes (1986) and Ogunyemi (1997).

Although researches into teaching methods in English language and of course Arabic language education is in favor of Communicative Language Teaching (CLT) as indicated in the Curriculum of NCCE minimum standard of teaching; which is widely interpreted as emphasis on Teaching Communicative Competence, perhaps the majority of language teachers today, when asked to identify the methodology they employ in their lecture rooms, mention "Communicative" as the methodology of choice. However, when pressed to give detailed account of what they mean by "Communicative…," explanations vary widely, (Richards, 2006). However, advocates of CLT stressed an integrated - skills approach to the teaching of the skills. Since in real life the skills often occur together, they should also be linked in teaching, it was argued. This is in line with the attempt of the researcher in employing

Conceptual Change Instructional Strategy through the strategy/technique of integrated methods.

In language teaching activities, the teacher is tasked with employing different strategies in teaching language skills. For instance, he isolates specific elements of knowledge or skill that compose a specific ability, and provides the learners with opportunities to practice them separately. Thus the learners are being trained in separate steps of particular skill rather than practicing the total skill to be acquired. Richards (2006) opined that, once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading and writing.

Two aspects of skills are involved, that is "skill-getting" and "skill-using". In the "skill-getting" the student must learn to articulate acceptably and construct comprehensible language sequences by rapid associations of learned elements (Rivers, 1972). The communicative drills developed by Paulston could be utilized. She groups drills into mechanical drills, meaningful drills, and communicative drills. On the other hand, "skill-using" encourages the learner to be on his/her own and not supported or directed by the teacher. He/she may be working one-on-one with another student or with a small group of students. In this type of practice student will be allowed to use anything he knows of the language and any aids (gesture, drawings, pantomime, etc.) to express his meaning when he is "at a loss for words". Consequently it offers an opportunity for language "acquisition" in terms proposed by Krashen, i.e. the unconscious absorption of language in real use. As Stern points out, the activity "offers the

learner a chance of developing coping techniques that the learner needs when he finds himself alone in the new language environment." (Stern, 1981). This process can be effectively applied in learning Arabic for good conception of its writing.

The successful teacher is simply one who plans teaching instructions and attends to the teaching activities (Al- Sumaili, 2000). Both issues are components that fulfill the task. While an instruction is related to the professional quality, the planning is directed to lessons objectives, materials and pupils level of experience. Different strategies could be employed to make the lesson a success.

The teaching and learning of Arabic language and culture have been an established fact in West Africa many years before the advent of western education. Beyond any doubt 'Arabic is in many respects the classical language of West Africa', and in the non-Arabic-speaking Muslim countries, it is studied because it is the language of the Qur'an and therefore, has great spiritual value. This is one of the reasons why the elementary Arabic schools in Nigeria were called Qur'anic schools, and both Arabic and Islamic culture were taught simultaneously (Fafunwa, 1974).

Although, the teaching and learning of Arabic has been along with the history and spread of Islam in the northern part of the country where the people predominantly are practicing Islam and mostly are dedicated learners of basic Arabic reading and writing while many are scholars who excelled in its many branches of knowledge. Some scholars have taken to

missions and expeditions to other parts of Nigeria and West Africa. This mission extended to Yoruba land in South-West. Samuel, 1966 stated that Islamic religion and Arabic studies came into contact with Yoruba land towards 'the close of the eighteenth century'. That is to say, Islam had certainly reached southern Nigeria long before the Jihad of Uthman dan Fodio in 1804 AC.

On the events of teaching and learning Arabic language, there emerged developments and changes which grew gradually to reach higher levels as we can see today (Abba and Bawa, 2006). It was firstly emanated from the reports of Ashby commission which recommended incorporation of subjects relevant to African social systems. This prompted studies and researches in the African histories and documentaries. Very soon after that recommendation subjects of study in schools included some of the African indigenous languages. Even at that time, Arabic language had already been an inevitably being learnt as an indispensable part of Muslims life in Nigeria. Galadanchi, 1993 reported that due to proximity with other African languages and indigenous religion a section to study Arabic and Islamic studies was curved in the Department of African Languages of University of Ibadan in 1961. This became the pioneer effort to emerge in several other institutions especially in the northern part of Nigeria.

In addition, it was clear that politics played significant role during the eve of independence in terms of improving teaching/learning Arabic under northern government that continued to develop along with enlightenment campaign to educate and the implementation of Islamic tenets in government especially in relation with appointing Sharia judges and

Arabic teachers in government organizations, this actualized with realization of independence. After independence, more schools were opened government enhanced studies in different disciplines within and abroad, equal opportunities were granted to all categories of citizens. Some people were sent to Europe to study sciences and engineering, their Arabic counterparts flown to Arab countries. Galadanchi 1993 reported that, northern region in Kaduna affected changes by constituting education agencies to recruit, supervise, and promote teaching and learning at various levels in early 1960s. As a result of government intervention, Arabic schools certificates became recognized within institutions of higher learning in the country and Arab world particularly Sudan, Egypt and Libya where many went and acquired degrees and PhDs in Arabic/Islamic knowledge and Sharia Law.

In fact, it has long been an effort of governments and many scholars in previous years and of recent to improve the teaching and learning of Arabic language at tertiary levels particularly diplomas and degrees in the Universities (Hamisu,1987), and (Abdullahi,2011). Colleges of education flourished in every state in the country certificates of NCE were awarded to young men and women to teach in Nigerian schools. Nevertheless, various studies identified learning difficulties. This research intended to employ cognitive criteria almost similar to the study of second language using pedagogical grammar teaching approach as highlighted in an integrated theory of language teaching in Hammerly, 1994 as incorporated in 5 steps modified model teaching process used in the study. In Conceptual Change approach,

all that we teach or learn relates with our preconceptions which ascertained relationship with previous experience taught or learnt.

Howard (1975) classifies teaching activities into four types:

i. Initiating new learning

ii. Furthering learning already started

iii. Speeding up learning

iv. Correct deviation

Any person charged with these activities can be referred to as a teacher and his diligent discharge of this act is called teaching. Under the role theory, James (1984) conceptualizes teaching and says that: "the teacher is only primarily responsible for determining what goes on in the classroom. Growing literatures suggest that students' behavior is the cause as well as the effect of teacher behavior".

In another context Huberman (1980) explained that: "teachers don't merely deliver the Curriculum, they develop, define it and interpret it too. It is what teachers think and what they believe that ultimately shapes the kind of learning that young people get".

Above are some of the various attempts at conceptualizing teaching Strategy. Teaching Strategy embraces far too many activities that teachers do with the sole aim of causing

learning. This involves the behavior of the teacher in the learning act with well defined objectives. Teaching is the general activities planned and executed by the teacher to cause learning. Teaching Strategy refers to distinct, specific act of achieving determined objectives.

Teaching methods are generally affected by assumption which Lawnton (1981) regards as unfortunate because "in many countries we have tended to think that it is necessary for primary school teachers to understand child development but not to know much about the structure of knowledge 'where as secondary school teachers are expected to be experts in their own subjects/field, but not to know much about student cognitive growth'.

Effective teaching Strategy must be built on knowledge of the needs of the learner, his readiness and interest. Regan (1974) in Hubberman (1980) proposes that if any meaningful gain is to be achieved, teaching methods must be informed in the light that they place:

i. more emphasis on developing enthusiasm for learning.

ii. less emphasis on information given.

iii. more emphasis on critical thinking or less emphasis on memorization.

iv. More emphasis on the process of learning and less on the product.

Teaching method that is used taking into consideration of the above might influence learning that calls for understanding, reflective thinking and problem solving. Heinz (1979)

pointed out that teaching methods play an important role in teaching and learning, it brings to the fore those elementary stages and development which we emphasize in the process of the development of ability.

In Nigeria, elements of these traditions formed the basis of the curriculum at primary and secondary school studies programme. Therefore, teaching methods expected must be on the basis of promoting the goals of Nigerian education. Learning experiences to be provided must be ones that promote these goals in the National Policy on Education.

No single method can be seen as the best, it is observed that every method have its favorable peculiarities and weaknesses. Its specific object to reflective skills and effective achievement may not suit another. Achievement is obvious in one part, so also its failure in another case. Also, the success accorded of a particular Strategy defends to a large extent on the competence of the teacher who teaches effectively with the mastery of the subject matter and the Strategy he prefer to use. It may be that the Strategy extensively provides the mechanism with which the teacher is exposed to many stages and strategies towards the success of his lesson. This is exactly the prayers in the use of the Conceptual Change Instructional Strategy on teaching Arabic language because of the strategies to be employed involving the students directly to the activities of the lesson will not allow the teacher to be reluctant.

There are a number of issues to take into consideration before we can rate any Strategy being better than another, these are:

- Teachers level of competence, the skills expected to convey.

- Teachers level of education and experience.

- Type of programme or subject and teachers' attitude.

- Relationship between the social needs and learning the L2, that is whether the language is for knowledge sake, or civilization.

2.9 Methodologies of Teaching Arabic Language at NCE Level

Generally, Communicative Language Teaching (CLT) is said to be the standard teaching method in use for the language teaching at NCE minimum standard. Other conventional methods of teaching Arabic language at this level are lecture method, discussion and demonstration methods. While lecture Strategy is mostly teacher-centered, in most cases it causes some of the students to remain "passive" and fully dependents on the teacher. The discussion Strategy on the other hand, may be dominated by extrovert students to the detriments of the introverts. Also, time factor especially for larger number of students can make it difficult to cover the lesson. This research intends to employ another Strategy, which could be of significant improvement among these methods in use and can yield better performance on the side of the students who are given more opportunity to interact

altogether. The CCIS emphasized writing competence by directly involving students to the learning process.

It is expected that NCE II students of Arabic must have acquired basic knowledge, and the necessary experience to writing essays and to teach it in primary schools and junior secondary schools, in the academic context. In the like manner, Dudley and St. John (1998) pointed out that the students are required to produce specific writing skills such as essay, summary, critical review, and research paper. However, purposive focus on the distinguishing regularities of structure of different text types can help learners build a repertoire of the organization and the relevant language forms of different genres. It can also make learners aware of the socio-linguistic role that texts play in particular discourse communities.

The approved Strategy of teaching in accordance with NCCE minimum standard therefore should be Communicative Language Teaching CLT approaches have been found to promote the use of the target language by the learners and encourages student-centered teaching and active learning strategies. Teachers are encouraged to make use of any of these strategies so that the student-teachers will inculcate the same in their post college teaching.

2.10 Conceptual Change Instructional Strategy of Teaching

Students in the Institutions are from different backgrounds (e.g. cultural, socio-economic, and educational). This Strategy requires the lecturer's ability to acquaint the

students with new understanding and awareness of facts other than their perceived experiences which may be wrong, incomplete or inadequate. This Strategy is chosen because it is one of the objectives of this research to find out how the students' educational background affects their performance in their Arabic language learning process.

Students enter Institutions with prior learning experience. Sometimes, their prior learning experience includes misconceptions about important concepts in their course of study. This is so because every discipline has its own unique terminologies different from other disciplines. This Strategy therefore, in addition to lecture Strategy used in the experiment of this research, through process writing approach, involving the use of specific steps that promote a structured progression in the writing activity. For example, making the use of production draft of the essay or write up. It is observed as a result of teaching, some common areas to take into cognizance as weaknesses, which are liable to be committed by the students such as: style (expression), spelling, grammar, orthography, mechanical accuracy, and the content itself.

"Imagine the following scenario: Heather, a very bright ninth grader, is asked to explain the mechanisms causing the seasons and the phases of the moon. She has received no formal instruction on these topics in her ninth grade earth science class although these topics were covered in science lessons from earlier grades. In her explanations, Heather demonstrated some misconceptions. For example, she believes that the earth orbits the sun in a bizarre curlicue pattern and that the seasons are caused by the proximity of the earth to the sun at different points along the orbit.

She explains that when the earth is closest to the sun at point X, it is winter in the northern hemisphere because the light rays from the sun hitting the earth are "indirect." Heather says that when the earth is at point Y, it is summer because the light rays hitting the northern hemisphere are "direct." She goes on to explain that direct rays are those that originate from the sun and travel in a straight line to the earth, and that indirect rays are rays that "bounce off" somewhere in space before reaching earth. To explain the phases of the moon, Heather explains that the shadow of the earth on the moon is the cause (Mestre, 1994).”

The preceding scenario summarized events documented in the educational video A Private Universe (Pyramid Film & Video, 1988). Heather's explanation of the seasons includes a mixture of correct and incorrect ideas. Her notion of direct and indirect light does explain, in part, why there are seasons, but her belief that the earth travels in a curlicue orbit is incorrect. Like Heather, all students enter classrooms with a wealth of knowledge about their physical, biological, and social worlds. They construct their own ideas about how the world works and explain scientific phenomena in terms of these ideas. These kinds of notions are referred to as naive beliefs, misconceptions, alternative conceptions; such preconceptions seldom match the scientific explanations that are taught in science courses.

Instruction has helped Heather overcome several of her misconceptions. For example, Heather has revised her theory about the curlicue path of the earth around the sun. She now explains that the earth follows a nearly circular path around the sun. Furthermore, instruction has also changed Heather's belief that the seasons are caused by the proximity of the earth to

the sun; she now knows that the earth is approximately the same distance from the sun throughout the year. She illustrates by drawing a diagram that the seasons are caused by the tilt in the earth's axis, which causes direct and indirect light to fall on the northern and southern hemispheres of the earth.

However, when asked to explain what she means by "direct" and "indirect" light, Heather resorts to her previous beliefs. She says that indirect light is light that bounces off points in space--similar to light reflecting off a mirror-- before hitting the earth. Even a strong hint from the interviewer and a display of diagrams illustrating the differences between direct and indirect sunlight does not change Heather's mind; she incorporates the hints into her erroneous conception by saying that the indirect light from the sun, which also causes winter in the northern hemisphere, is light that bounces off some other point on the earth before reaching the northern hemisphere (Mestre, 1994).

After formal instruction, Heather has overcome some of her misconceptions. She no longer believes that the earth travels in a curlicue path around the sun. However, even with direct instruction, Heather still holds onto some of her misconceptions. She still believes that light bounces off points somewhere in space before hitting the earth. Heather seems to be relying on her earth-based observation of light bouncing off a mirror to explain the astronomically-based phenomenon of seasons. In the past, Heather's prior knowledge of the reflection of light may have facilitated learning certain concepts in physical science. In this case, however, the same prior knowledge interferes with learning.

Misconceptions are not prevalent only among school-age children. Even after several years of science instruction, adults maintain incorrect ideas about scientific phenomena. In A Private Universe, recent Harvard graduates (including some physics majors) and their professors were also asked to explain the seasons and the phases of the moon. Surprisingly, most displayed the same naive theories as Heather.

Conceptual change concerns learning that changes an existing conception which was wrongly perceived (i.e., belief, idea, or way of thinking). Learning for conceptual change is not merely accumulating new facts or learning a new skill. In conceptual change, an existing conception is fundamentally changed or even replaced, and becomes the conceptual framework that students use to solve problems, explain phenomena, and function in their world.

CCIS is a strategy to facilitate students understanding of what they are learning and the process gives them freedom to explore in finding the most relevant information or knowledge. Therefore, when ever the strategy promoted deep understanding of a concept that instigated a shift of idea, and or change of perception to update knowledge, conceptual change is accomplished.

Changing conceptions is related to new strategy in teaching. For instance, instead of the "Sage on the Stage," teachers become the "Guide on the Side" in the Constructivist approach. Teaching for conceptual change primarily involves:

1) Uncovering students' preconceptions about a particular topic or phenomenon and

2) Using various techniques to help students change their conceptual framework.

Conceptual change is not only relevant to teaching in the content areas, but it is also applicable to the professional development of teachers and administrators. For example, as constructivist approaches to teaching gain popularity, the role of the teacher changes. Teachers must learn different instructional strategies, but they must also reconceptualize or change their conception about the meaning of teaching. This change implies conceiving of teaching as facilitating, rather than managing learning and changing roles from the "sage on the stage" to a "guide on the side."

Likewise, a shift has occurred for school media specialists (formerly known as librarians). Their role in the school has changed from being "keeper of the books" to "collaborative planner," working in partnership with teachers, school administrators, and the community (Tallman & Tastad, 1998). Therefore, changing of conceptions in the role of media specialists instead of being the "Keeper of the Books," media specialists are now the "Collaborative Planner" in the Constructivist approach.

2.11 Teaching for Conceptual Change

The goal of teaching for conceptual change is for students to adopt more fruitful conceptions, while discarding the misconceptions they bring to the learning environment.

These misconceptions can be achieved through various means in which language play a great role; whether it is the lingua franca or mixed language of indigenous origin.

Teachers help their students build understanding of complex linguistic and rhetorical concepts by disassembling the concepts into parts according to the level of intellectual development of their students. This process, however, is only half of what needs to be done to facilitate students' correct understanding. The teacher must therefore ascertain students' prior knowledge and naïve or inaccurate conceptual understanding must be addressed at the same time new concepts are being taught. This can be achieved through series of discussions where the students share ideas under the teacher's guidance and directives after making consultations to various references.

Teachers can ascertain students' misconceptions in their communication-both oral and written- by essentially using questions to elicit students' prior knowledge in the learners' engagements before an exploration takes place. In listening the students' explanations in their conjectures when they are working collaboratively with their peers. Develop task of asking students to explain certain terms, linguistic expressions, or interviews with students on some ideas formally or informally.

According to Smith (1991), four conditions must be present to bring about conceptual change:

i. The students must be dissatisfied with the current understanding.

ii. The students must have an available intelligible alternative.

iii. The alternative must be seen plausible to the student.

iv. The alternative must be seen fruitful (useable) to the student.

As mentioned above, learner preconceptions are resistant to change. Because learners have relied on these existing notions to understand and function in their world, they may not easily discard their ideas and adopt a new way of thinking. Thus, simply presenting a new concept or telling the learners that their views are inaccurate will not result in conceptual change. Teaching for conceptual change requires a constructivist approach in which learners take an active role in reorganizing their knowledge. Cognitive conflict strategies, derived from a Piagetian constructivist view of learning, are effective tools in teaching for conceptual change (Duit, 1999). These strategies involve creating situations where learners' existing conceptions about particular phenomena or topics are made explicit and then directly challenged in order to create a state of cognitive conflict or disequilibrium. Cognitive conflict strategies are aligned with Posner et al.'s theory of conceptual change in that their common goal is to create the four conditions necessary for conceptual change as highlighted in Smith (1999) above.

Therefore, for teachers to go about teaching for conceptual change the Strategy to be use should be that which emphasize constructivist philosophies. That is, de-emphasize cookbook-like activities in favor of open ended investigations that engage students in discussing ideas in cooperative group work.

Arabic language have been for long ago a language of science, concepts and terms especially in the education of the Qur'anic sciences and exegeses which requires about fifteen branches of knowledge. These include grammar, linguistics, rhetoric, syntax and semantics to mention a few. The deep thought in its concepts became a subject of controversy between indigenous scholars who emanated from different cultures and different linguistics background. According to Adesina et al (1985) Islamic education introduced some Arabic words into Nigeria languages. The Hausa and Yoruba, Kanuri and Fulani languages are mostly affected. For instance Yoruba words such as "Alafiah" (good health), 'barika' (congratulations) are derived from Arabic which were introduced through Islamic conquests. The Arabic writing, Arabic numerals and architecture were also brought by Islamic education. All numerals used today such as 1, 2. 3. 4… etc. was adopted directly from the Arabs through Islamic education.

Evidences of the legacies which Nigeria got through Arabic Islamic education can be seen in the building of mosques and Islamic palaces all over the country. The most striking features of such buildings were the domes, minarets and artistic designs. New agricultural crops and animals were introduced from the East. Many equipments and important discoveries in mathematics, astrology, medicine, physics, and chemistry where brought by Islamic education. The Shari'ah laws which are the bases for Islamic law used in many parts of the state today (Adesina; pp. 61).

All the above references are the disciplines being studied in today modern sciences which are quite evidently available in the sciences of the Quran written in Arabic language long ago. As such, the relevance of using CCIS in teaching Arabic concepts must not be over emphasized.

2.12 Application of Conceptual Change Strategy on Arabic Essay Writing

The teaching for Conceptual Change in constructing Arabic essay writing is about tasking teachers by employing different strategies to effect maximum understanding and ability of students to present themselves in good written expressions. There are two views to effect these: One is for the students to learn about Arabic essay following a conceptual change model. The other is for the teacher to learn how to implement the conceptual change lesson. Students can take notes, discuss theories, and organize their arguments base on the model presented as a guide.

Teachers may employ new strategy based on the students' preconceptions. Arabic is a language with vast literature of stories, riddles, and folklores. These pieces can be utilized by the teacher to drill his/her students to constant exercises of writing short essays or long essays. Also, the teacher can use medium of translation by giving them oral or written stories in non Arabic source language for them to translate the text into Arabic. This is with particular reference to the terms, concepts or other forms of writing for critical reviews.

Application of CCIS could be very effective if it will directly be centered at the difficult and challenging concepts therein, such as vocabulary, phonology, syntax, and morphological

systems. Karin (2005) added that, vocabulary – learning is one of the big challenges in learning Arabic. Moreover, there are structural and conceptual differences (such as the broken plural for nouns and the existence of a "dual" category for nouns, adjectives, verbs and pronouns) that take time for second language speakers to conceptualize.

Conceptual Change Instructional Strategy being the appropriate strategy will fit in teaching complex phonological, inflectional and syntactical system: Arabic has some phonemes that speakers of European languages do not have in their repertoires. This includes pharyngeal, uvulas, and valorized consonants, as well as difference in vowel length ("short" vowel and long "vowels").

Another difficult concept that will be best treated in the skills of writing Arabic essay by applying CCIS is morphology. Arabic also has complex morphological systems and is highly inflected compared to English. For example, there are three different cases (nominative, genitive, and accusative) and their eight different noun declensions.

Application of some psychology concepts to the teaching of writing in this context will become a positive reinforcement. There are many behaviors that are too complex to learn in just one attempt. For instance, a student would not be expected to know how to write a perfect academic paper in his or her first college class. This is evident in the results of pre-test administered. Thus, students learn how to write academic papers through a series of assignments, where specific feedback-both positive and negative-is given (Chance, 2003).

The approaches to teaching writing that incorporate learning theory concepts will be a means of positive and intermittent reinforcement and shaping can be incorporated into approaches to teaching writing regardless of the discipline. This section describes three of these teaching approaches:

i) Utilize a strength-based approach with feedback:

Feedback to students should include both strengths and weaknesses. By highlighting strengths, even if it is for completing the paper on time, students receive positive reinforcement for their writing and are likely to be encouraged to keep up their efforts as well as address their weaknesses in future writing assignments.

ii) Implement multiple smaller writing assignments instead of one large paper:

Large paper at the end of the term minimizes the number of opportunities students have to benefit from feedback. By utilizing multiple small papers throughout the term hence, the opportunity to shape students' writing and thus see a greater likelihood of improvement in their writing by the end of the session.

iii) Use different approaches to writing assignments depending on the course level:

Therefore, applying the Conceptual Change Instructional Strategy in teaching Arabic essay writing will be an intervention in alleviating learning difficulties in highly technical

grammatical concepts that Communicative Language Teaching (CLT) may not be sufficiently enough in teaching.

2.13 Preconceptions and Misconceptions in Arabic Language Learning

There are a lot of misconceptions in understanding the Arabic language especially to the non Arabic speaker at all levels. A second language learner faces a lot of difficulties to identify language structure and literature expressions. Students' preconceptions originated from earlier stages of learning, where basic rudiments of grammar, reading and writing are taught. There are peculiar problems facing learners of Arabic language particularly at college levels:

i. Arabic is a language usually with a lot of terminologies (rhetoric, syntax, semantics etc.)

ii. Arabic has multiples of grammatical concepts; a phrase may conceal different meanings (styles and stylistics).

iii. Some concepts are usually terms to convey meanings, but are misconceived to writing longer expressions (Qur'anic exegeses, idioms and poetic language etc.)

iv. New technological expressions in researches of scientific discoveries, modern technological inventions and logical expressions especially in classical Arabic literature and Qur'anic sciences.

A great deal of credibility, as a writer, depends on writing correct essay. Readers are turned off by misspellings, inappropriate punctuation, sentence fragments, and the like. “Sloppy grammar and mechanics means a sloppy thinker”. While correctness will not salvage poorly conceived ideas, it is correctness that will always mar good thinking (Chance, 2003). The Middle Tennessee State University MTSU English Department, in its corresponding Harbrace Handbook recognizes twenty most common grammatical/mechanical errors as the most serious.

The Harbrace Handbook recommended that, failure to learn to edit these errors in the essay writing will result in a failed portfolio and failure in the course. Therefore, what ever proof reading Strategy used, be sure to edit out of the essay writing material those common errors which perform similar functions in the process of Arabic essay writing include the following:

i. Comma splice and fused sentences
ii. Lack of agreement between pronoun and antecedent
iii. Lack of subject-verb agreement
iv. Missing or misplaced possessive apostrophe
v. Sentence Fragment
vi. Wrong or missing verb ending, wrong tense or verb form
vii. Faulty predication
viii. Misspellings
ix. Its/it’s confusion

x. Misplaced or dangling modifier

xi. Missing comma after an introductory element

xii. Missing comma in a compound sentence

xiii. Missing comma in a series

xiv. Missing comma(s) with non- restrictive element

xv. Unnecessary comma(s) with a restrictive clause

xvi. Unnecessary shift in pronoun

xvii. Unnecessary shift in tense

xviii. Vague pronoun reference

xix. Wrong or missing preposition

xx. Wrong wordings

While in relation to Arabic concepts on the other hand, some common errors among others in the students written expressions at NCE levels were as identified by Bawa (2006) and (Abdullahi, 2011). Most commonly includes among others; grammatical errors in writing such as uses of:

‘*Nakira wal ma’rifa (*نكرة و المعرفة*) [*articles*:* ‘a’, ‘an’, ‘the’ *],*.

Aliful qad'i wal wasli(ألف القطع و ألف الوصل)*[Hamza / ء ا /or /a/;* which cannot be dropped and which is omitted under some circumstances*]*

Al-Sifah wal mausuf(الصفة و الموصوف.)

*[*Adjective & Adjectival*], al-idhaf* (اللإ ضافة)

[Auxiliary*], inna wa akhwatiha* (إن و أخواتها)*['inna' and her family*- or passive particles*], kana wa akhwatiha* (كان و أخواتها)*['kana' and her family*- used as copula*]*.

Others are: *mufradat lugat* (مفردات اللغة)[vocabulary] *tahaj- ji'at kalima*(تهجى اللغة)*[*spelling*]*, *tarabud fit- ta'bir* (ترابط فى التعبير)*[*coherence in expression*],*

and diqqat mikanikiyya (الدقة المكانيكية)*[*mechanical accuracy] *and (*استعمال علامات الترقيم*) [use of punctuations]*.

The above problems added to students' weakness in the ability to write good essay, in their academic writing and or any other form of writing composition. The errors committed in both oral and written expressions are mostly due to weakness and poor usage of the language and of learning materials in the colleges. Abdullahi (2011) clarified his findings thus, peculiar problems facing learners of Arabic as a second language are three:

i. Incompetency due to lack of specialized teachers teaching Arabic as a second language to students who are learning it as a foreign language.

ii. Scarcity of good, relevant and comprehensive reference materials for both teachers and learners.

iii. Lack of adopting and promoting new approaches/Strategies to teach specifically difficult areas of Arabic language.

2.14.1 Conceptual Change Instructional Approach on Arabic Essay Writing

In an attempt to internalize CCIS approach to teaching Arabic language and essay writing in particular as a variable in this research there must be application of the psychological theory to teaching writing concepts through reinforcement and shaping, Coleman (2008). Two learning theory concepts are regularly used in teaching techniques: positive reinforcement and shaping. Positive reinforcement involves giving student something desirable, like attention or praise, to strengthen a behavior (Chance, 2003). This means that carrying students along, giving them courage in their good performances improving their behaviors towards learning etc.

There are many learning experiences and behaviors that are complicated and cannot be realized within a small time, it is a process that gradually reach to a level of satisfaction. This complex situation required multiple attempts and sufficient time, as well as rigorous training. For instance a student of NCE I may not be expected to know how to write a perfect academic paper. So, shaping can be the process through which these complex concepts could be taught and by reinforcing successive outcomes the students could learn how to write academic papers through constant assignments, where specific feedback-both

positive and negative- is given. This behavior becomes pertinent at the middle of the students course that is NCE II as preferred period in this research.

The concepts of positive and intermittent reinforcement and shaping can be incorporated into approaches to teaching writing regardless of the discipline. Coleman (2008) describes three of these teaching approaches:

i. Utilize a strength-based approach with feedback

Feedback to students should include both areas of strengths and weaknesses. Even if it will be by completing the paper on time, students to receive positive reinforcement for their writing this will encourage their future efforts and will thrill others to exert efforts too. Also, it will address their shortcomings in future writing assignments. Good learning condition, attitude or behaviors of the learner, as well as his/her personal characteristics are the mental capabilities that influence performance as relatively determined by Social Learning Theory (SLT) in the process of learning.

ii. Implement multiple smaller writing assignments instead of one large paper

Utilizing small papers throughout the semester in multiples will shape students writing and thus give a greater likelihood of improvement in their writing by the end of the semester. This is better than one large paper at the end of the course session which minimizes opportunities for students to benefit from feedback.

iii. Use different approaches to writing assignments defending on the course level

Expectations about writing assignments differ by discipline and course level. Students at NCE II are expected to write long essays on relevant topics or compose Arabic poems. However, it may be an unreasonable expectation to write a journal article. Many may have never even read a journal article. Therefore, it makes sense to tailor writing assignments to the course level to better address the educational needs of the students. Gradually students will be familiar with them with its format and content. An assignment such as this would allow the teacher to compare efforts across students and detect writing patterns in the assignments. These trends could then be presented to the students with suggestions for improvement as detailed feedback.

2.14.2 Concept Mapping on Teaching Arabic Essay Writing

Essay is a term that most students are widely familiar with. According to Umar (2003), essay means to attempt to prove something, rather than to find out. Proving something can be done through many types of essay. Below are some examples of types of essay:

- Expository- Discover the best ways to explain information to readers.

- Narrative- Used for writing stories, nonfictional and fictional.

- Descriptive- Recounting issues or events.

- Persuasive- Trying to convince a reader to think or act in certain way.

- Argumentative- characterized with disagreement, or tending to argue.

- Technical or Scientific- relating to specializing in industrial or applied science or conforming to its principles.

Concept mapping in Arabic essay writing can be the process of identifying general ideas to discuss under each type of an essay whether personal, business or academic writings. It should entail all skills to art of writing and should arrange them in serial sequence. Thus, introduction, body and conclusion must always form the composite parts. It must also entail how the essaying is carried out; spelling of wordings, phrases, paragraphs designs, sentences structure, use of synonymous terms, using headings and subheadings.

Concept maps are described as charts which relate the knowledge of one concept to another which could be from scientific, social or any other point of view (DAPM, 2010: 29). This therefore means that, concept mapping is used to enhance students' comprehension and retention of subject matter when there is interaction between learner's prior knowledge and new knowledge.

Wikipedia (on concept map theory) states that, " …Words: Hearing or reading new words leads to learning new concepts, but forming a new concept is more than learning a dictionary definition. A person may have previously formed a new concept before encountering the word or phrase for it."

This implies that people do not categorize similar entities based on a bit of things that all correspond to a definition, rather, a hierarchical inventory based on semantic similarity to the

central examples(s). The illustration may demonstrate a mental representation, if we were to categorize by definition. The process is requiring serial skills of a developing nature which would predict the prototypes.

The prototype view on concept learning holds that people abstract out the central tendency (or prototype) of the experienced examples, and use this as a basis for their categorization decisions. Exemplar based theories have become more empirically popular over the years with some evidence suggesting the human learners use exemplar based strategies only in early learning, forming prototypes and generalizations later in life. An important result of exemplar models in psychological literature has been a de-emphasis of complexity in concept learning. Some of the best known exemplar theory of concept learning is the Generalized Context Model (GCM). To illustrate this, imagine the following mental representations, if we categorize by definition. Essay: an art of writing activity which is requiring mental skills and often of a creative nature. All the categorization involved component parts directly connected to art of writing any form of essay; starting from correct spell of words, phrases, sentences, paragraphs, grammatical expressions/figure of speech to terms and concepts up to real composition of essay theory types enlisted in the concept map on hierarchical basis. Fig.2 below demonstrates a mental representation that prototype theory of essay writing may predict:

Essay types (technical/scientific):
Narrative, descriptive, argumentative, Persuasive and expository
academic papers/critical reviews
Topics on assignments/compositions
Concepts/terms/headings…
Grammar and figure of speech
paragraphs
Phrases/Sentences
Words

Figure 2: Concept mapping demonstrating prototype theory representation

2.15 Empirical Studies

Several works revealed poor conceptions of students at different levels of study, and have improved with the use of CCIS after the experiment with better conceptual understanding of the targeted concepts. But to the best of my knowledge, no research work of this type was presented in Arabic essay writings at any Federal College of Education of North-west states or any institution in other parts of Nigeria introducing the use of CCIS to remedy the lingering concepts of Arabic writing skills or teaching any language. Therefore,

from the gains of the diverse literature reviewed it is clear that CCIS even though a science Strategy can effectively be used in teaching languages as highlighted or used as a medium in teaching concepts of science with indigenous languages like that of Swaziland in 2008. The researcher might have been the pioneer who did not only introduced the new Strategy, but internalized it by teaching those concepts of Arabic and utilized most effectively its strategies to logical conclusion.

The following are summaries of some researches: Asim (2002) conducted a research titled "Profile of Children's Misconceptions in Air Pressure Heat and Electricity: A Nigerian Experience". The objectives of the study were to identify misconceptions among primary students on the concept of pressure, heat and electricity; investigate types of misconceptions among primary pupils on the concept of pressure, heat and electricity; investigated types of misconceptions among primary school pupils. The researcher used 28-item multiple choice test on 164 primary five pupils, from three schools in Calabar. The researcher followed the instrument with an interview on fifteen of the children. The major finding revealed that over 60% of the children used for the study held misconceptions about these concepts under investigation. This study is similar to Asim's in that they both focused on students held misconceptions in the concepts of their subject area. However, in this study, Students of NCE were used unlike the primary pupils used in the previous study. More over, while the previous study centered on science concepts the present study focused on Arabic Essay writing.

Haslam, and Treagust (1987) conducted research on "Diagnosing Secondary Students Misconceptions of Photosynthesis and Respiration in Plants." The objectives of the study included that to: identify students' misconceptions about photosynthesis and respiration in biology; use the Conceptual Change Instructional Strategy in diagnosing the misconceptions among students on photosynthesis and respiration in plants and; to find out if there is any difference in students' performance on the concepts photosynthesis and respiration taught using CCIS and those taught using traditional strategy. The study used two tier multiple choice instruments' they used total population of 434 students made up of 137 ranged within year eight, 88 ranged within year nine 99 ranged in their twelfth year. The study revealed high level of misconceptions in students understanding of the two concepts in plants. This continued through out their school years despite the fact that they are taught. The major findings of the study included that there is identified misconceptions among students on the concepts of photosynthesis and respiration in plants. The major findings accorded significant effect in using CCIS in diagnosing students' misconceptions in photosynthesis and respiration in plants. There is significant difference in the performance of students taught using CCIS and those taught using traditional strategy. This study agrees with the fact that, students retained misconceptions for long even when they were taught to some extent, but CCIS exposed students to familiarize with the Content and Criticize. The difference of this research with the present study is that aspect of biology is relating to natural phenomenon there is not much change in conception.

Lawrenz (1986) carried out a study on "Misconceptions on Physical Science Concepts among Elementary School Teachers School Science and Mathematics." The researcher worked on their understanding on some elementary physical science concepts. The objectives were to: identify common misconceptions on physical science concepts among elementary school teachers of science and mathematics; compare the effectiveness of using CCIS in teaching physical science concepts with traditional method of teaching; and determine the content knowledge of the in-service teachers and errors committed in the elementary physical science concepts. The instrument used was test administered questionnaire developed using items from the physical science test questions used to 17 year old students as part of National Assessment of Education Progress Science Studies. It was found out of 31 items only 11 were responded correctly. 50% or fewer of the 333 teachers involved. The result of the major finding concluded that there are common misconceptions among elementary in-service school teachers on some elementary physical science concepts; there is significant effect in the use of CCIS in teaching physical science concepts as compared with traditional way of teaching; and Some of the errors were due to lack of content knowledge. This is an indication of serious misconceptions. The similarity to the present study is focusing on some key concepts and considered the use of CCIS as an approach to intervene as solution. It differs from the present study because the subjects involved were in-service elementary teachers who might have different background and level of competence while the respondents in this study were NCE Arabic students who are homogenous in their characteristics.

Kikas (2004) conducted research on "Teachers Conceptions and Misconceptions concerning three National Phenomena" the objectives were to: identify the prevalence of misconceptions and its remedy; compare the use of CCIS and the traditional method of teaching; and compare the consistency on different tasks and topics between various groups of subject teachers. The study was carried out on the prevalence of misconceptions and the consistency of their use across different tasks and topic areas and the difference between various groups of subject teachers. The groups were Physics and Chemistry (Science teachers). Biology teachers were referred to experts then primary teachers, trainee teachers and lastly group made up of heterogeneous group of teachers (History, Mother tongue, foreign language Art, Music and Sports). These he called humanities. They acted as the control group, as according to the researcher humanities do not need the knowledge of science in their daily work. The research design is experimental, the sample comprised of 30 in sciences, 28 experts, 57 primary, trainees and 51 humanities. For data collected used questionnaires which were made up of evaluation tasks and problem tasks. The study findings identified that misconceptions were common even among science teachers in both evaluation and problem task. In addition, more serious misconceptions were found among trainees and primary teachers. This study indicated similarity of using Conceptual Change Instructional Strategy as effective intervention only that, the researcher disagree with the notion that humanities need no science, because sports is part of health science and that all science literature depended on the language interpretations and expressions for clear

conceptual understanding. The difference with this study is that teachers and trainers were the subjects involved in the research other than students.

Lawal (1995) also conducted research on "Effectiveness of a Conceptual Change Instructional Strategy in Remediating Identified Misconceptions in Genetics among Senior Secondary School Students in Kano state" the objectives of the study included the following: to identify common misconceptions held by SSII students about genetic concepts in biology; use the conceptual change model of instruction to remediate the identified misconceptions held by the SS II students about the concepts of genetics in biology; find out whether there is any difference of boys and girls in the concepts of genetics in biology. Firstly study design adopted two types the first part is descriptive, in form of survey method and the second part the research design of pretest, posttest experimental and control group design was used for the study. The population for the study comprises all the senior secondary II in Kano metropolis. The total students' population was 15,072 which comprised 9,710 males and 5,260 females. The instruments used are Misconception Test in Genetic Concepts (MTGC), Genetic Concept Achievement Test (GCAT) and instructional attitude change questionnaire (IACQ). The study identified common misconceptions among SSII students of Biology in genetics. Study sampled N=218 from 2 girls secondary schools. The subjects were divided into two groups: the experimental group N= 118 and the control group N= 100. The researcher used achievement tests and attitude change questionnaire instruments.

The major findings from the study included that: SSII Students in Kano metropolis harbor a number of misconceptions in genetics. That the misconceptions can be shifted positively using Conceptual Change Instructional Strategy to teach the subjects, the results of the treatment indicated positive sign. Also, there was significant difference in the retention ability of the students taught using the conceptual change instructional Strategy. The study supported the objective set to achieve in this research work, which propagate the use of conceptual change Strategy for remediating misconceptions in teaching using workshops and seminars. The research is similar in familiarizing the new strategy of using CCIS in remediation of misconceptions, the outstanding difference was that the present study emphasized on the writing concepts of a language and involved higher students of NCE other than secondary school students used in this review.

Baser (2006) conducted another study on "Fostering Conceptual Change by Cognitive Conflict Based Instruction on Students Understanding of Heat and Temperature Concepts". The main objective of the study was to examine the effectiveness of Cognitive Conflict based Instruction (CCI) on pre-service primary school teachers in terms of understanding heat and temperature concepts. The specific questions that were answered by this study were: is there a significant difference between effects of CCI and TPI on students' understanding of heat and temperature concepts? 2. What is the effect of interaction between treatment and gender difference on students understanding of heat and temperature concepts?, Do previous understanding, treatment, gender and interaction between treatment and gender explain a significant portion of the variation in improving

students' understanding of heat and temperature? The study was experimentally designed which investigated the effectiveness of cognitive conflict based physics instruction over traditionally designed physics instruction on pre-service primary school teachers of grade 2. The subjects were 82 (27 boys, 55girls) second grade pre-service teachers in 2 classes. One of the classes (42 students) was randomly assigned as experimental and the other class (40 students) assigned as the control group. Both groups were taught by the same instructor while the experimental group received cognitive conflict based physics instruction, control group were taught with traditionally designed physics instructions. The data were obtained through Thermal Concept Evaluation test (TCE).

Prior to instruction, students in both groups were pre-tested by TCE in order to determine their initial understanding of heat and temperature at the beginning of instruction. The same test was applied as posttest after the instruction. Independent sampled t-test on pre-test scores shows that there was no statistical significant difference between experimental and control group at the beginning of instruction in terms of understanding on heat and temperature concepts. ANOVA results showed that mean scores on the post-TCE of students in experimental group were significantly higher than those of the control group. While interactions between gender differences and treatment made a significant contribution to the variation in achievement, gender difference did not. The major research findings included: preliminary studies showed that preservice teachers had similar alternative conceptions and difficulties; cognitive conflict based instruction improved students understanding of heat and temperature concepts more than traditional

physics instruction; and the gain in experimental group was statistically higher than in control group. The above research became similar with this study particularly in the effectiveness of the Conceptual Change Instructional Strategy and the gender friendly approach of the strategy. The final remark is that, as supposed by the result of this study, it is required to make radical changes in the design of physics instruction if the researcher wants to increase students' conceptual understanding. The distinction of this research is that the subjects involved were in-service teachers who are already working with background experience and qualification while this study involved NCE II students in training.

Lucia (2000) conducted research on "Writing and Conceptual Change" the study investigated the effectiveness of using Conceptual Change Strategy of instruction and the changes realized after the instruction. The study focused on elementary school students processes of scientific understanding within a classroom environment characterized as a communicative discourse. In particular, it explored the role of written discourse both on the plane of knowledge development and the conceptualization and evaluation of the writing activity itself. The objectives of the study were:

a. to see whether students could use writing as a means to expression and compare ideas, reason and effect on them in the process of scientific understanding.
b. to see whether writing in the service of learning facilitated the understanding of the new topic through Conceptual Change.

c. to see whether writing affected the conceptualization of the writing activity itself. (i.e. 36 populations were divided into 2. First half was involved in writing as experimental group, while the second half was not involved in writing as controlled group).

The finding showed that, the experimental group students reached a better Conceptual understanding of the target concept and more advanced metaconceptual awareness of the changes in their own knowledge and structures. There is direct alliance of the two researches in terms of essay writing. Issues relevant were the conceptualization of the writing activity, seemingly made students attitude to change, also to some extent writing in a Conceptual Change process affected the ways learners viewed some functions of it. The similarity of the research with this study is that both studies are focused on art of writing. The distinction between the two is that, the study involved elementary students while the present study involved NCE students as the subjects of the study.

Rollnick and Rutherford (2011) also conducted a research on "The use of Conceptual Change Model and Mixed Language Strategy for Remediating Misconceptions on Air and Air Pressure". The main objective was to use the strategy of Conceptual Change Instruction mixed with indigenous language for primary teachers in Swaziland. The study design was experimental using comparative method between CCIS and traditional method. The study involved 200 trainees' primary school teachers which were successfully used as intervention to remediate the misconceptions on air and air pressure among the pupils. The major research finding after comparison with the traditional Strategy of instruction proved CCIS most effective. The similarity of this research with present study is comparing the

effectiveness of the use of Conceptual Change Instructional Strategy with traditional strategy. The differences are the use of primary teachers as trainees and use of local language mixed with English for the instructions.

In a similar research Hamisu (1987) conducted research on "Identifying Students Wrong Conceptions and Grammatical Errors in Arabic Essay Writing Expressions". The main objective of this study is to identify students common errors committed in Arabic writing. The study employed almost a similar strategy using survey study by administering questionnaire instrument. Basically three forms of errors are identified in the research; these errors according to the study include spellings, grammatical expressions, and syntactical cases. The research conducted involved population of groups of students at tertiary levels of Arabic study at Certificates, Diploma and Degree at Bayero University Kano. Although the researcher highlighted the errors in students essay writings and attributed them to students' poor educational backgrounds at preliminary Arabic studies, but did not suggested new Strategy to remedy the problem apart from improving the traditional method or compared gender differences. Therefore, these linguistic problems highlighted in Arabic writing of students is similar to those misconceptions identified by the present study and were still persistent even though teaching and learning continued with conventional teaching Strategy. So to suggest the effective Strategy to use in remediating these misconceptions at the moment is the use of Conceptual Change Instructional Strategy. This is the gap filled by the present study.

The similarity with the present study is that both researches identified misconceptions in students' writings. But the difference on the other hand is that, the study did not clearly devise particular approach to remediate the problems of writing among the students, while this study conducted experiment to that effect with fruitful outcome.

Hareri (1420-1421H) in the study "Use of Cooperative Education Strategy on Learning". The main objective of the study was to determine the effectiveness of using cooperative learning strategy and students' achievements on some selected subjects. The study involved population of 40 students each (experimental and control) which was conducted in AL-Nasar School Jeddah with the aim of applying Strategy of cooperative education (closely similar and related to CCIS) in class management to the students' achievement in the following subjects (Science, English language, Dictation, and Grammar). This research finding showed that there were differences which have statistical significance. The study suggested that, the cooperative Strategy in the educational field should be applied and teachers should be trained in such Strategies, so as to improve their educational and professional performance. The short coming of this study is that, the researcher did not compare with any other Strategy, as well as gender differences. The aspects of language skills are similar in this study, but the difference is that subject areas are many and are difficult to verify the achievements within the period suggested in all the variables.

Chi (2008) also conducted research on "Three Types of Conceptual Change: Belief Revision, Mental Model Transformation and Categorical Shift" the objectives of the study

were: determine ways in which knowledge is misconceived; identify why is such misconceived knowledge often resistant to change; and identify what constitutes a change in prior knowledge. The methodology in the study design is a survey on the over-view of learning of complex material, such as concepts encountered in science classrooms, can occur under at least three different conditions of prior knowledge. Speculating on the kind of instruction that might achieve such change, the study started by providing some definitions and assumptions about concepts and categories in conceptual change. The research findings concluded elaboration on the scope of the term "concepts" in conceptual change research, the assumptions about the role of categorization in learning and conceptual change and the relationships among different levels and kinds of "categories." The similarity of this study is directly on the efficacy of Conceptual Change Strategy in teaching difficult concepts across disciplines. The difference is that present studies carried out experiment and probe the performance of students after statistical analysis, while this survey study is not. It's emphasis is on the basis of the assumptions.

All the above studies revealed the prevalence of misconceptions in all subject disciplines among categories of learners even among teachers and pre-service teachers. This is an indication that all the researchers contended that teachers who are expected to pass the correct knowledge to the learner are themselves harboring misconceptions, which is better treated using Conceptual Change Instructional Strategy. The study therefore is a contributory intervention to improve teachers' competence from one hand and enhance the performance of students at NCE level in Federal Colleges of Education in Nigeria.

2.16 Implications of Literature Reviewed to the Present Study

In view of the literature reports, the researcher felt it is necessary to set a pace for the future learners to have better understanding of the key concepts of Arabic grammar and basic writing skills as building blocks to shifting their misconceived ideas. It is the ardent hope of the researcher that conceptual change instructional Strategy became the medium of intervention from poor performances to highly enhanced conceptual understanding of Arabic writing skills.

Furthermore, Lawal (1995) reported that, the Conceptual Change Instructional Strategy is relatively new in Nigeria; as such the findings of the research will become instructive on the possibility of adopting the Strategy in teaching as well as in shifting misconceptions among students in different subjects in Nigerian schools.

This study is unique being the first to adopt CCIS in teaching language aimed at remediating identified misconceptions in learning essay writing in Arabic language, and the study also investigated the effects and attitudes of students towards Arabic studies and gender differences on shifting misconceptions among NCE Arabic students using the Conceptual Change Instructional Strategy. The findings of this research will shed light to the effectiveness of these variables on shifting misconceptions, so as to improve learning among NCE Arabic students in general, and Arabic writing skills in particular.

2.17 Summary

The study explored several researches in the area of essay writing in language and areas which could be referred to as misconceptions, also approaches and Strategies of language

instruction at tertiary levels with particular reference to Arabic essay writing at NCE level. It is crystally clear that, no research was carried out in the same case before. The related literatures reviewed for the purpose of this study highlighted the studies already carried out which focused mainly on other subjects only few on Arabic diploma students in Bayero University, Kano. Similar study of this type at the N.C.E. level and even beyond is required. This study therefore, investigated students' misconceptions in Arabic essay writing at NCE in FCEs in Nigeria with the use of Conceptual Change Instructional Strategy towards correcting such misconceptions among NCE II students. The outcomes reported higher in performance of the subjects (experimental) used as a result of remediation of their misconceived experiences. On the contrary, the use of the traditional Strategy of teaching appeared to be of little help to overcome their lingering misconceptions in other subjects, (control) this is similar to what was indicated in poor performance among learners, Fisher (1985).

Teaching and learning Arabic language like in other Curriculum areas has been influenced by various psychological and sociological assumptions. Effective teaching can lead to academic achievement but teaching techniques are building block of learning and remembering. Arabic Students at NCE Level find writing expressions that require an independent and high cognitive thinking a difficult task, specifically, tasks that require them to create analyze and evaluate. This learning difficulty was evident in their Arabic essay writings due to persistent misconceptions in written grammar and poor deliverance in Arabic essay tests and their academic writings as perceived in some literatures reviewed. All

identified misconceived problems of students, but none have concretely provided a remedy to it, rather identified them and attributed the problems to poor background and recommended their solutions to remedial practical drills with same traditional Strategies. This study therefore, chooses to introduce CCIS as an intervention to rescue the situation and indeed to enhance the students' performance in Arabic writing in Federal Colleges of Education in Nigeria.

This chapter deals with literature reviewed in CCIS, strategies to follow in the study, and what analysis to be made, summaries and modifications were incorporated to suit the current study. Certain problems are reviewed and the gaps highlighted are the objectives of this research work to fill in. There were a lot of issues discussed in the literature reviewed by different researches, at different levels of learning Arabic nationally and internationally as regards, writings and Arabic essay writing skills particularly as adopted in Saudi Arabia in the research conducted in 1994 where integrated learning were anchored.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the new strategy of Conceptual Change Instruction was adopted to teach Arabic language, to remediate identified misconceptions in Arabic essay writing among NCE II students of Federal Colleges of Education in Nigeria. The research design and procedure for data collection and the instruments used are described. Also, the procedure for data analysis is presented. These are contained in the following sub headings: Research design, Population of the Study, Sample and sampling technique, Instrumentation, Misconception Test on Arabic Writing Process (MTAWP), Writing Concept Achievement Test (WCAT), and Selection of Arabic Essay Writing topics learnt (treatment package), Teaching Arabic writing skills (treatment package), Validity of the instruments, Pilot study, Reliability of the instrument, Procedure for data collection, Treatment administration, Traditional method, Intervening Conceptual Change Instructional Strategy (ICCIS), Instructional procedure, Administration of instrument to experimental group, Procedure for Data Analysis

3.2 Research Design

The pretest, posttest experimental design was used for the study. Sambo (2008) reported that experiments are methods of collecting empirical data in order to test scientific hypothesis by randomly allocating the intervention (in this case treatment) among the eligible beneficiaries. The assignment process itself creates comparable treatment and control groups that are statistically equivalent to one another, given appropriate sample sizes (Baker, 2000:2). The main benefit of this technique is the accuracy in interpreting results – the programme impact of the outcome being evaluated can be measured by the difference between the means of the samples of the treatment group and the control group.

Two groups of students were used for the study; the experimental and the control group. The experimental group (EA) was given an experimental symbol of (X_1) i.e. treated using CCIS employing stimulus and instructional materials applied. The strategy used here was an adoption of Posner *et al* model (1982) of Conceptual Change Instructional Strategy (CCIS). On the other hand, the control group was taught using the traditional Strategy (X_2). The design is therefore represented below:

Group 1: T_1……. X_1……T_2

Group 2: T_1……X_2……..T_2

Where:

Group 1 = experimental

Group 2= control

T_1 = Pretest instrument

T_2= posttest instrument

(Where T_1 and T_2 are the same test measurements)

This study used N.C.E.II students, from which experimental and control groups were selected. The differences between the groups were determined, in terms of the criteria stated.

3.3 Population of the Study

The population of the study comprised all students in Federal Colleges of Education in North-West states of Nigeria offering Arabic language, as one of their combined major teaching subjects at Nigeria Certificate in Education (NCE II) level. The total students' population was 283 which comprised 123 males, 134 females drawn during the 2012/2013 academic session. The distribution of the population is as shown in table 3.1

Table 3.1: Distribution of the Study Population

S/No.	Name of institution	State	Population		
			Male	**Female**	**Total**
1.	FCE Zaria	Kaduna	55	22	77
2.	FCE Kano	Kano	68	28	96
3.	FCE(T) Gusau	Zamfara	0	78	78

4.	FCE Katsina	Katsina	26	06	32
		Total	**149**	**134**	**283**

Source: field data 2013

The above table indicated all the four Federal Colleges of Education in the North-West states of Nigeria that offer Arabic language courses at NCE level covering the study area. There were a total of 283 students comprising 149 males and 134 females. The table above was used for sample selection.

3.4 Sample and Sampling Technique

A total of 80 subjects were used as sample size in the conduct of the study. Four Federal Colleges of Education (FCEs) were purposely selected out of five in the North-West states of Nigeria. This is because all the four FCEs offer Arabic language as a major teaching subject in their NCE course combinations. Two FCEs that is FCE Zaria and FCE Kano were selected for experimental study, while the remaining two FCE (T) Gusau and FCE Katsina are the control group in the research. The choice was based on the fact that all three FCEs (Zaria, Kano and Katsina) are heterogeneous being mixed in terms of gender, while FCET Gusau is homogenous, all females. Gender is one of the variables of the study. In each college an intact class of a combination of Arabic and other subject e.g. Arabic/Hausa or Arabic/English was used. Table 3.2 and 3.3 show the distribution of the sample size of students drawn for the study.

Table 3.2 Sample Selected for the Study: Experimental Group

S/No.	Name of Institution	Sample Frame			Sample Size
		Male	Female	Total	
1.	FCE Zaria	55	22	77	23
2.	FCE Kano	68	28	96	17
	Total	**123**	**50**	**173**	**40**

Table 3.3: Sample Selected for the Study: Control Group

S/No.	Name of institution	Sample Frame			Sample Size
		Male	Female	Total	
1.	FCE(T) Gusau	0	78	78	25
2.	FCE Katsina	26	06	32	15
	Total	**26**	**84**	**110**	**40**

Two groups were created in such a way that institution, as a whole, serves the purpose of experimentation, in this case Zaria and Kano became the experimental group, while Gusau and Katsina were used as control group; each group with population of 40. Also, in the case of the control group comprising FCET Gusau and FCE Katsina also used 40 samples respectively. In between these tests, treatment (teaching) using CCIS was applied to experimental group. The schedule is given in Tables 3.2 and 3.3 respectively. The subjects selected for the study in both experimental and control groups are 40 each bringing the total to 80 samples.

NCE II were used since by virtue of their experience they must have gained at least one year learning experience, which is sufficient to provide basic knowledge and exposure in writing Arabic language course. Details of these distributions are shown in Tables 3.1, 3.2 and 3.3 above. This selection was guided by the central limit theorem which proposed a minimum of 30 students as viable number to be used for an experimental study (Guildford, 1965).

3.5 Instrumentation

The instruments used for data collection are achievement tests (essay writing concepts) and treatment package for experimental group**.**

3.5.1 Misconception Test on Arabic Writing Process (MTAWP)

The misconception Test was designed in order to identify students' loopholes about concepts in Arabic writing. A sum of 10 essay test-items was administered by the researcher in the pretest instrument. The test-item construction followed a pattern prescribed by Anderson et al (1990), {figure 1}. The symbol in figure 1 is a diagram presenting the pattern. In the construction of the test items question are drawn from those linguistics and expression areas believed to have been the areas of students' common errors in their essay writings, Hamisu (1987), Al- Hashimi (2008), Dantsoho (2009), and Abdullah (2011). These questions were set to probe into the students' knowledge of the concepts of the writing skills and functions. The answers written out by the students were then analyzed to determine their initial conception of the concepts. The grammatical and syntactical statements formed the misconceptions. These misconceptions were then used in the construction of the Writing Concepts Achievement Test (WCAT).

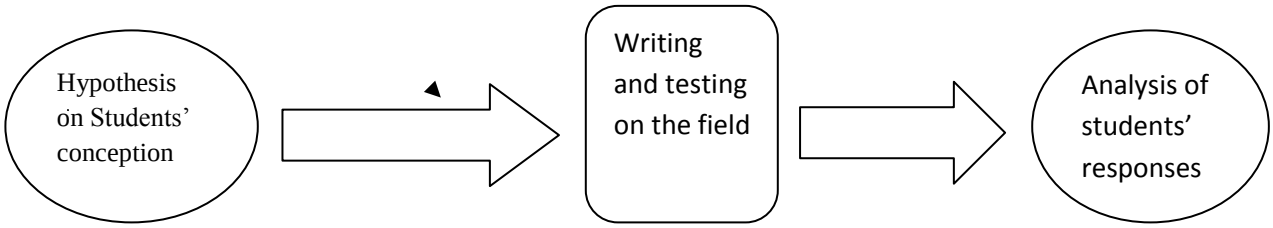


Figure 3: misconception test item developing pattern

Source: Anderson et al (1990).

grammatical terms and concepts

writing skills

The understanding of these concepts by the learner is very important for further learning of other aspects of writings. The test items initially comprising ten items along with the marking scheme were validated. The validation was carried out by three experienced senior lecturers of the University from Department of Educational Foundations and Curriculum, Department of Arts and Social Science Education and Institute of Education; they evaluated the instrument for accuracy, clarity and level of phrasing of the test items. The final test items comprising twelve questions were validated by two language educators in Arabic and English and judged to be appropriate to reveal misconceptions among the subjects.

3.5.2 Writing Concept Achievement Test (WCAT)

The writing concept achievement test (WCAT) items were constructed based on the findings generated from the misconception test on Arabic writing process (MTAWP). This was earlier on administered to NCE II part-time Students, at one of the colleges in the study area. It was aimed at identifying their level of misconception in relation to ideas therein.

These misconceived ideas were later used as distracters in constructing WCAT test items. The test items in the WCAT covered all the units taught by the researcher on the grammatical and essay writing skills including such distracters as a prior knowledge to the students misconceived ideas.

The questions were a 40 item instrument, divided into 3 sections (A.B. and C). Section A was made of 10 items of bio-data and educational background. Section B was made of 20 items of students perceived common errors in Arabic essay writing, while section C made of 10 items which enquire about gender effects and performances in the students' Arabic learning process. The items in the questionnaire are to be responded by the students of Arabic in the Colleges of Education within the study area. The WCAT test items were constructed to determine whether the Subjects' misconception was been shifted or changed from the original stage of prior knowledge or misconception, thus improvement in the Subjects' achievements of the concepts taught.

3.5.3 Selection of Arabic Essay Writing Topics Learnt (Treatment Package)

The topics selected for treatment as presented in this study are:

1. Word formation (تراكيب الكلمة).

2. Sentence structures (تراكيب الجملة).

3. Punctuation (الترقيم و علاماته).

4. Types of essay (أنواع الانشاء).

5. Essay writing skills (مهارات كتابة الانشاء).

These topics were selected for the following reasons:

a). the topics contained basically part of those areas that students were perceived to be facing difficulties which developed their misconceptions in their approaches to writing skills.

b). to use and maintain continuity in some topics drawn from the courses in the curriculum of NCE II in the new NCCE minimum standard.

c). the topics directs students in an integrated learning technique a form that emphasized students centered activities during the treatments which is ideal in the present study.

The new Strategy employed for the present study that is, Conceptual Change Instructional Strategy (CCIS), is carried out in series of treatment activities to experimental group in the selected topics mentioned above.

3.5.4 Teaching Arabic Writing Skills (Treatment package)

Teaching Arabic essay writing skills basically mapped out strategies to follow in the programme of learning Arabic as a second language (L2). Arabic studies as a L2 is a difficult task both in teaching and learning, Duaish (2009). At least, it is of immense importance to nurture generally that (students are expected to engage in their rigorous study at tertiary level

as a L2 is concern, there is need to intensively and extensively adhere to process of learning writing more than any other level).

Some important stages in teaching writing skills are:

- teaching Arabic symbols of pre-writing skills /*sounds*/ learning by writing each sound system.

Differentiate sounds that are similar in speech with difference in written forms example:

(ا-ع , س ص, ل – ض, ذ – ز, ظ, ح – ه .)

- study the close relationship between sound system of each symbol and speech pronounced, that means students must concretely differentiate between similarity and disparity in reading and writing skills. For instance, */idghaam*/ in speech not in writing example:

" عنبر " (تنطق: عمبر) أو (مما) بدلا من "من ما".

Also, to differentiate contexts in correct writing representations: E.g.

Meaning: opposing **" عدا " بمعنى (يعدوا).**

meaning: as component of dual**.و " عدا" بمعنى (أداة الإستثناء)**

- give intensive exercises in sentences, phrases and paragraphs and check them immediately on basic grammatical expressions such as: singular to plural…, and from masculine to feminine…

- Drills on written expressions and speeches and review the flow of their sentences structures for corrections.

- summarize their sentences structures and write the observations/corrections.

- write a portion of an essay from the familiar topics as guide for students to develop. Teacher can give account of some stories, commentaries or translations of some texts orally or map out the concepts on the board so that the students could beef up the skeleton in their essays.

- direct students to write essays on particular topics independently without interference, then collect it for checking and correction, always commend the efforts they are making in good attempts.

- always give assignment on current affairs, refer directly to relevant topics to write on, and some times allow them to write their essays on any topic of their choice freely.

- allocate time frame for submissions of their write up and mark quickly, this will assist students to be more curious to learn and take good precautions in the future.

- always draw marking schemes and mark accordingly. Show areas of weaknesses and highlights on better approaches to writing various essay types.

3.6 Validity of the Instrument

Validity of the instruments was ascertained on face value and contents, the WCAT test items and marking schemes by panel of four experts in the Faculty of Education, Institute of education and Faculty of Arts of Ahmadu Bello University, Zaria. Each member was requested and participated verbally or in writing. Two of them from institute of education one a science educator, while the second an English educator. The third expert is from Arabic Department and the forth educator from Language Arts in the Faculty of Education. These experts were intimated with the purpose of the study. The need arose to verify the points of reference to be used in assessing WCAT so as to check whether:

1. the WCAT items are valid and conform with the subject specifications they were to test.

2. the test items were clearly and appropriately stated in terms of the reading difficulty level of the students understanding.

The instrument was already tested and modified after the pilot study. A reliability co-efficient of 0.70 was found. This value was then considered to be reasonably high enough estimate for the study. The facility index (F) and the discrimination index (D) of the test items were also determined. The same WCAT test items were used for the pretest and posttest.

3.7 Pilot Study

NCE II of Federal College of Education FCE Zaria (Part- Time) students were identified and used for the pilot- testing of the instrument. This Federal College chosen was part of the

population, but the students were not those identified for the main study. The subjects used were the NCE II part- time students studying Arabic as a major subject. The aim of this pilot study was to determine the characteristics of the test items which include their facility, and the reliability coefficient. Thirty students made up of 25 male students and 5 female students participated in the pilot study. The students were subjected to the activities organized by the researcher on the topics in focus, such as process of essay writing, punctuation, and grammatical concepts of word derivations, and sentence structures which express mechanics of good essays as contained in the NCCE Minimum Standard Curriculum for teaching Arabic language. The results of the item analysis are shown in Table 4.1

The results of the pilot study were purposely used to:

i. determine the time frame that would be appropriate for conducting the study.

ii. determine the difficulty state if any, in the activities set out to students during the exercise.

iii. determine the cost of materials that would be required to effectively carry out the work by the researcher during the main study.

iv. assess the clarity of attitude test and that of achievement test accordingly.

v. calculate the reliability coefficient of the achievement test and difficulty indices were determined using the scores of the students.

The following are the amendments observed based on the findings of the pilot study conducted:

1) The time frame for treatment in the main study was extended to six weeks. The reason was to give a sufficient time to students to be able to get used to the Conceptual Change Instructional Strategy from its introductory stage.

2) Some of the items were adjusted based on the observations in students' responses made during the pilot study. For instance, the following adjustments were effected from the test items these are:

a. number of questions were reduced from 10 to 5 only to represent each of the five topics to be treated.

b. all the questions in section one that required attitude response were removed in the achievement test to avoid duplication.

c. section 3 of the instruments which required students to explain the grammatical concepts that none was able to correctly responded to it; as such students required explanations to some key concepts in the test items, so it was replaced.

d. question 10 was cancelled because of its simplicity, all students proved to have mastered it in their responses.

e. the instructions given were modified by the experts, and the time required to answer the WCAT was increased from 1hr to 2hrs. This was because a period of 1hr was inadequate for the students to answer the questions effectively.

3.8 Reliability of the Instrument

Reliability of the instruments was generated from the results conducted from the Pilot Study carried out to test the internal consistency and stability of the items in the instrument. SPSS statistical package was employed to analyze the results. The scores obtained were then used to determine the reliability co-efficient of the WCAT test items. Reliability deals with the degree of consistency with which the instrument measured what it supposed to measure. The instruments sought factual information, the stability of opinions were sought by the use of Guttman split-half Strategy. The data obtained from the pilot study were statistically analyzed using SPSS. The result gave reliability co-efficient of 0.70. According to Tracy (2006) for a scale to be considered reliable, it should have an alpha value 0.50 to 1. The value of reliability co-efficient indicated that the instrument is acceptable for research purposes. This study adopted the Kuder-Richardson estimate on the scores obtained from the pilot study.

The Kr – 21 formulas was used because it has been found by Mehrens and Lehn (1984) to be particularly useful to teachers, as it requires less consumption and is useful when items are in multiple response form. The formula is presented below:

$$Kr - 21 = n/n\text{-}1 \left[1 - \underline{x\ (nx)}\right]$$

Ns^2

Where n = number of items in the test

S2(S square) = variance of the total sex

X = Mean score of the test.

3.9.1 Procedure for Data Collection

Letters of introduction were obtained from office of the Head, Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria for permission to administer the questionnaires and carry out the research entirely in the respective Federal Colleges of Education in the North West States of Nigeria. Three people were co-opted into the study as research assistants. At each of the institutions, discussion was held to fine-tune the research work with both the lecturers and students who participated in the study. Those who sought for more explanations on some statements were given necessary attention.

The data collected for this study involved the following:

1. For the non-experimental design, structured questionnaire was administered, to be completed by respondents that were Arabic students from the Federal Colleges chosen for the study. Face to face delivery Strategy was employed in the administration and collection of the instruments. This Strategy was preferred, because it afforded the researcher and his assistants, higher percentage, as well as good output of the students' performance. In each of the four institutions,

two days were given to the respondents, to complete the questionnaires which supplied bio-data of students.

A. For the experimental group, Essay Achievement Test (EAT) was administered to the selected students. A pre-test and post-test were administered and marking scheme, over 40 was designed to score the test items. The data collected after marking the students' scripts. The scores were collected and recorded accordingly. Also, the scores are further divided based on gender i.e. male and female. The scores then sorted out; all the data were subjected to analysis. Below is the marking scheme used for the study.

Marking guide:

Marks are awarded for what students have done correctly and are deducted for errors committed.

Assessments are grouped into a number of well defined items with a maximum marks for each. These items are:

1. Content: Ideas coaxed relevant to the real theme and their skilful development.
2. Organization: The writing will be judged based on the necessary Arabic essay writing skills and techniques to form paragraphs and unity of paragraphs. The flow of thoughts from the opening, through the body to the conclusions.

3. Expressions: The positive qualities to look upon under expression are the following aspects:

-Clarity and appropriateness of style.

-Variations of sentence structure and types.

-Judicious use of figurative language.

-Skilful and technical use of punctuation.

-Accurate usage of words and diction.

4. Mechanical accuracy:

- Undeniable errors in grammar.

- Punctuation errors.

- Spelling errors.

. Each question in this section will carry 15 marks, in summary the marking percentage is reduced to make a total of 60 marks out of 4 questions answered by each student in theory. While objective section will carry 1 mark each out of the 40 questions provided therein; the total marks will be 100% accordingly.

i.e. a. theory section 4Qs each 15 marks = 60%

b. objectives 40Qs each 1 mark = 40%.

Total = 100%.

All categories of errors to be indicated with rings (0).one mark (1) should be deducted for each ringed error. The errors must be in grammar or spelling punctuation before a ring is imposed. Otherwise, the error must be underlined and penalized under expression.

The pretest was administered at the initial stage to both groups so as to determine their equilibrium. The experimental group (EA) was given an experimental symbol of (X_1) i.e. treated using CCIS employing stimulus and instructional materials applied. The strategy used here is adoption of Posner *et al* model (1982) of Conceptual Change Instructional Strategy (CCIS) to the experimental group. On the other hand, the control group was using the traditional Strategy (X_2). At the end of the treatment period, an achievement tests (T_2) was administered to the two groups of students in order to evaluate the effectiveness of the treatment rendered in remediating misconceptions held by the subjects. The design is therefore represented below:

Group 1: T_1 ……. X_1 ……T_2

Group 2: T_1……X_2……T_2

Where:

Group 1 = experimental

Group 2= control

T_1 = Pretest instrument

T_2= posttest instrument

(Where T_1 and T_2 are the same test measurements)

This study used N.C.E.II students, as mentioned earlier from which control and experimental groups were created. The differences between the groups were determined, in terms of the criteria stated, i.e. Arabic language background, gender and teaching Strategies used.

3.9.1.1 Treatment Administration

The activities in the instruction in each of the session began with topic in question which was earlier highlighted to students as prior knowledge. Students must have prepared themselves with all knowledge about concepts of the topic using all the available source of information including reference materials referred by the lecturer.

Students were arranged in smaller groups of five each with their scribe, even though all of them participated. When the projector highlighted on the topic, the lecturer makes brief .introduction about the concept. The floor is then opened for each group to present their findings through their scribe, while other groups observe. All groups must present before discussions

begins. Observations are made, criticisms are allowed between groups, and also, corrections are being considered within presentations.

The lecturer guides the activities generally; he intervened within group presentations and directs all the activities as well as the final deductions in each case. Topics are treated concurrently; each group will try to deliver their most appropriate information in their perception after thorough findings concerning the concepts. Students take notes of each group presentation for critical reviews, analysis and references. Exercises are given accordingly to make sure all students were directly involved.

3.9.1.2 Traditional Method

Traditional method in this respect is referring to lecture which is commonly used in most of the teaching of Arabic language at NCE level; despite the proposed Communicative Language Teaching (CLT) by the NCCE minimum standard. Both methods are emphasizing more of communicative competence.

Students are taught as usual using lecture notes and reference books. The lecturer after referring to previous lesson or experience will write important aspect of the concepts on the chalk board. The teacher dictates full information to students and he later explains the content. Then students were able to ask on the issue to the lecturer concerning the concepts. Also other relevant discussions can be done.

All other Strategies in use not mentioned like discussion method, demonstration method and so on that are locally being applied to teaching students at this level could be classified as traditional method. None is being classified as bad as far as this research is concerned.

3.9.1.3 Intervening Conceptual Change Instructional Strategy (ICCIS)

The Conceptual Change Instructional Strategy CCIS was used as an instrument in place of traditional methods currently in use for teaching at FCEs. Basically, students at NCE II level in this study acquired basic experiences. They are also characterized from different backgrounds like: cultural, socio-economic, and educational. According to DAPM, 2010 Sometimes students' prior learning experience includes misconception about important concepts in a course of study. This is so because every course or discipline has terminologies that have different meanings out of the said disciplines.

Lecturer's ability to lead students to understand and accept the meaning of the terminologies in a course of study contrary to their prior learning is known as conceptual change learning. According to Posner et al. (1982) certain conditions must be satisfied before students can be induced to change or shift their understandings of key concepts. The presenter therefore, should:

i. Be intelligible to the students.

ii. Be plausible especially at the beginning.

iii. Remain fruitful.

Therefore, for a lecturer to be able to adopt the teaching process, he must possess the following qualities:

a. be many pages ahead of his student.

b. hardworking, creative and full of initiative.

c. be able to provide good academic leadership.

d. the lecturer should be able to present the concept in a way that it would challenge those ideas of the student in need of change.

Challenges of conceptual change instructional Strategy in the process includes:

-Students' background

- Lecturers' competency

- Large students' population.

- Time management

A chart representation of the Posner et al (1982), Conceptual Change Instructional Model showing the flow of step by step levels of activities as adapted and used in this study (see fig. 4) below.

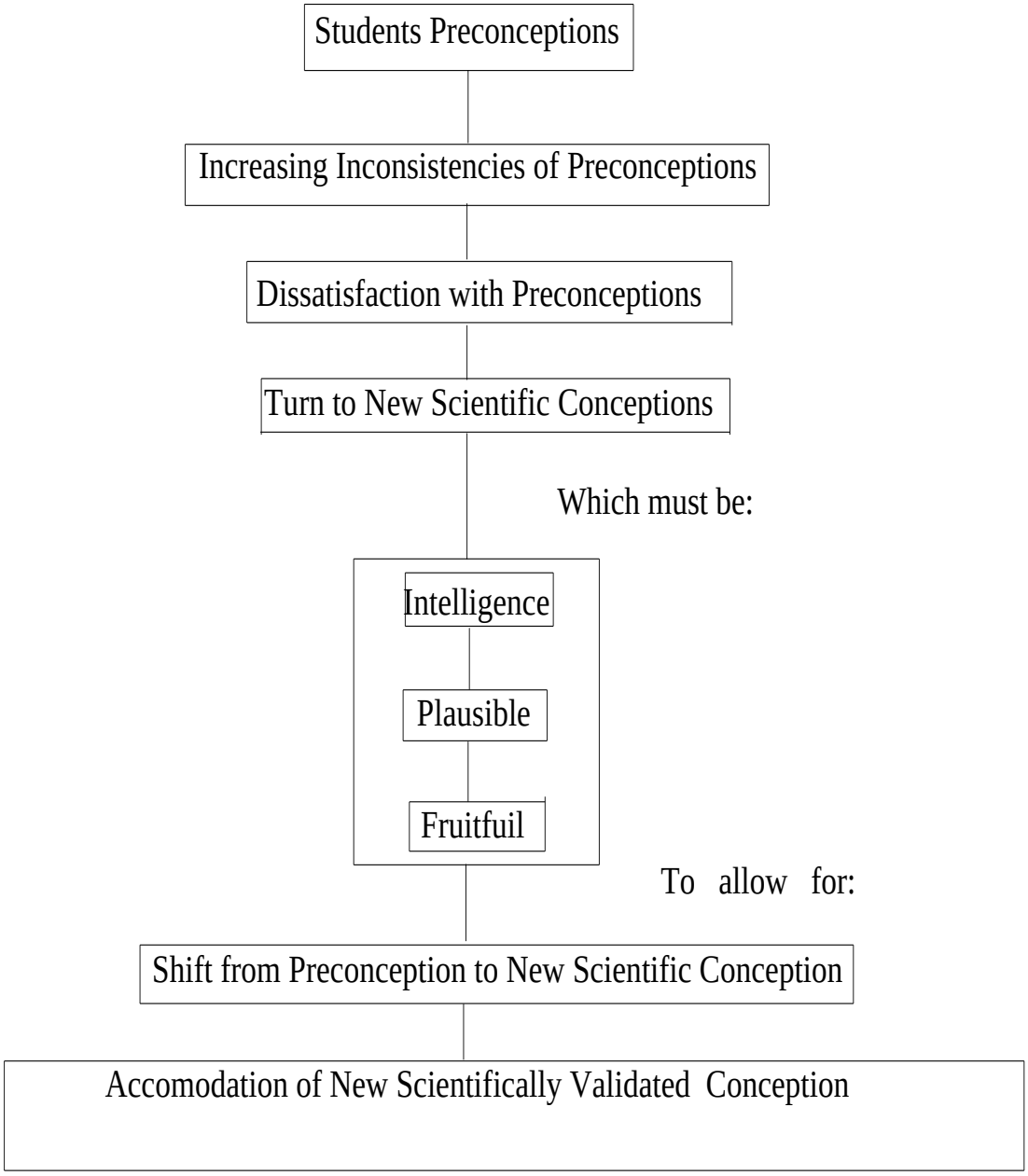


Fig. 4: A chart representation of the Posner et al (1982) conceptual change instructional model

The lesson plans written based on this model is a description of each of the five stages buttressed, thus:

A. Awareness Phase:

At the beginning of each awareness phase, it emanates clear clarification which aimed at making the learner to recognize the existence of conflict in the pre-conception of the subject matter. At this stage, the following measures are taken:

i). students were asked questions from the pretest and were allowed to respond on their own in their group discussions. They freely make their clear conceptions as much as possible.

ii). their exploration focuses on the questions raised. These questions guided students to observe and discuss their conceptions which may be contrary to what they already believed: this can lead to "cognitive conflict".

B. Disequilibrium Phase:

The process of students' explorations leads to students encountering new information. This leads to state of disequilibrium (dissatisfaction). More and more questions made students brainstorming and some theoretical explanations are offered.

C. Reformation Phase:

The teacher intervened and reduces students conflicting situation by reinforcing the appropriate conceptions. New conceptions were discussed and their previous conceptions were written on board, and making the existing conceptions plausible. More explanations and examples bring up major re-conceptualization, hence modifying students' ideas. Here the teacher must facilitate with provision of relevant information and questions needed to lead students thinking.

D. Application Phase:

At this level, students are saturated they are capable of giving outright explanations and examples of the phenomenon using the new conception. They can also apply to their present real life situation.

E. Evaluation Phase:

At this stage, students can make comparisons from initial ideas with the current one. Also, determine their status of the new constructed ideas. But, it is important to note that these developments are not in series. Sometimes, the misconceptions may be elicited at reformative stage, disequilibrium or even awareness stage as the students respond to questions. See 3.10.2 and appendix 6.

3.10.1 Instructional Procedure

Conceptual Change Instructional Strategy (CCIS) used for the treatment of the experimental group, and the medium of all the instructions was Arabic language, unless

in some special cases English was also used. Lesson plans and notes were prepared to teach the selected topics. These topics are: word formation (*'al kalimah wa madlulihi wa aqsaamihi',),* sentence structures *(taraakiibul jumlat),* punctuation and its functions *(al tarqeem wa alaamaatuh),* types of essay *(anwa ul Insha'i), and essay* writing skills *(maharaat kitaabatu al Insha'i).*

The teaching of the concepts were carried out accordingly by the researcher, this was done in relation with the provisions of the new Strategy employed. Efforts were made to ensure that all teacher bias that might arise in using research assistants was avoided. An authorize letter seeking for permission was delivered to the Heads of Departments in the FCEs, to administer the research instruments. (See appendix 7). The respective lecturers contributed immensely in supplying relevant information, introducing the researcher to the students, delivering questionnaires, retrieving them as well as establishing good rapport with the students throughout the period of the research. The first lessons were carried out for familiarization with the researcher and at the same time the nature of the learning instructions in order to acquaint the subjects with the objectives of the CCIS. The teaching lasted for the period of six weeks of 2hrs a week. The teaching was carried out with the aid of power point projection.

3.10.2 Administration of Instrument to Experimental Group

The experimental groups were exposed to the treatment using the Conceptual Change Instructional Strategy. This basically involved students' individual presentations and

discussions. Each session started with brainstorming questions aimed at eliciting and highlighting the existence and nature of viewpoints. The subjects were allowed to explore the concepts in question through small group discussions. In the exploration session, they were asked focusing questions meant to lead them to observed and discuss their experiences. Discrepant ideas stimulated the students to articulate inconsistencies and discrepancies between the phenomenon in question and their own previous held ideas. Time was allowed for the students to discuss, and answer questions from other groups. Important decisions were written down by each group. Correct theoretical explanations resulting from the discussions were written by the teacher on the side of the chalkboard for emphasis. The aim is to reinforce appropriate conceptions and possibly shift or change students' earlier misconceptions.

The teacher would harmonize the correct conceptions from his own investigations and the results of students' presentations. The students were then asked to compare their previously held view with the correct views, criticizing thoroughly as written out on the chalkboard. They were also to suggest alternative explanations and compare them with their previous ideas. The new ideas were then tested against accepted ideas and their thinking sharpened towards descriptions to help bring about re-conceptualization. The students were given exercises to help determine the status of their newly constructed conceptions. All these processes were vividly demonstrated in the modified model in fig. 5 below.

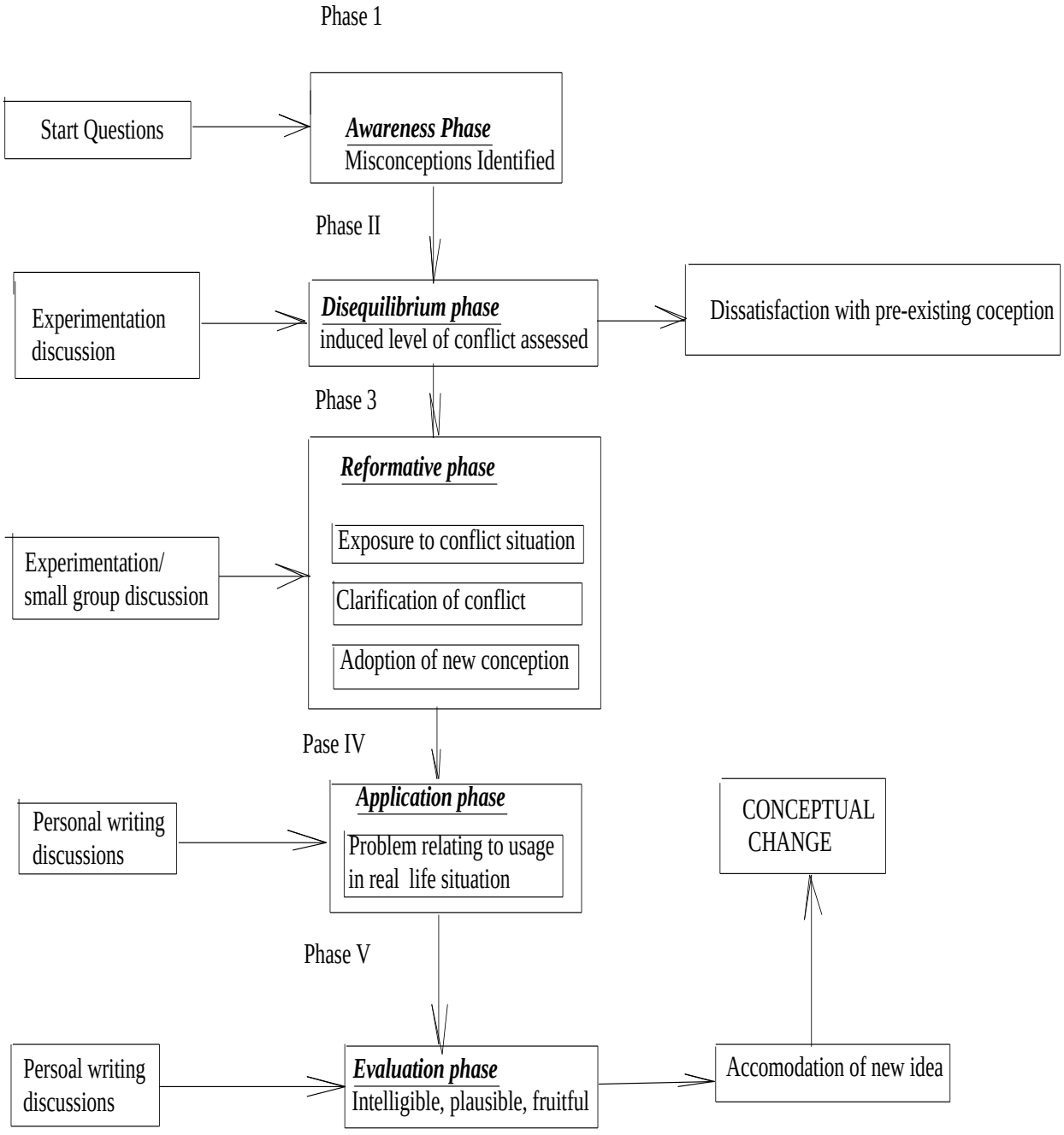


Fig. 5. Chart demostrating CCIS model used in the study, Posner et al, modified (2014)

3.11 Procedure for Data Analysis

The procedures employed for data collection were in three stages. In the first stage Descriptive statistics were employed to analyze the data these were: to answer the research questions and objectives. The hypotheses stated were tested empirically using T-test statistical analysis.

The responses of the subjects in the Writing Concepts Achievement Test (WCAT) were scored using the marking scheme shown in Appendix 5a. Each correct response was scored 1 point with a maximum score of 40 marks, while the second fold of the instrument have total of 60 marks making the total of 100%. Probability level ($P < 0.05$) was used for retaining or rejecting the stated hypothesis. The scores obtained from WCAT provided the data for testing stated hypotheses. To test the hypotheses the t-test statistics was used for all the hypotheses. While for the research questions Descriptive Statistics of frequencies, Mean and Standard Deviations were used to respond to them.

CHAPTER FOUR

RESULTS AND DATA ANALYSIS

4.1 Introduction

This chapter is devoted to the analysis of data generated in the course of the study. First descriptive analysis is presented, followed by testing of the research hypotheses. Then major findings of the research are presented and finally discussion of the research findings followed.

4.2 Descriptive Statistical Analysis

The descriptive analysis was done by frequency distribution and percentages, as well as using group statistical means and standard deviation to respond to the research questions as follows:

Research Question 1: Does Conceptual Change Instructional Strategy have any effect on the performance of NCE students in Arabic essay writing in Federal Colleges of Education in Nigeria?

This question was responded to using the pretest and posttest results which measured students performances effective from the teaching Strategy of the Conceptual Change Instructional Strategy (CCIS) used in their Arabic essay writing. The result was as presented in table 4.1.

Table 4.1 Computation of experimental group Mean performance

	$\overline{X}$	**SD**
Pretest	36.00	11.91
Posttest	54.12	8.85

Table 4.1 depicts the mean performance of the experimental group. It shows their pretest Mean scores as 36.00 and Standard deviation of 11.91, while their posttest mean score was at 54.12 and Standard deviation of 8.85. This is an indication that the group had benefitted from the treatment given to them.

Research Question 2: Is there any difference in the academic performance of students in Arabic Essay writing taught using Conceptual Change Instructional Strategy and those taught with Traditional method of teaching?

In order to respond to the research question two, group mean achievement after exposure to Conceptual Change Instructional Strategy and those taught with traditional method of teaching

were used as follows:

Table 4.2 Computation of Group Mean performance of Students

Group	N	Mean	Std. Deviation
Experimental group.	40	54.00	9.76
Control group.	40	47.43	8.32

In Table 4.2 the computation of group mean performance of students after exposure to Conceptual Change Instructional Strategy and those taught with Conventional method of teaching showed that group 1 (experimental group) had Mean achievement of 54.00, while group 2 (control group) had 47.43, with Standard Deviation of 9.76 and 8.32 respectively. This shows a mean gain or difference of 6.57. This is an indication that the experimental group had benefited from the use of the Conceptual Change Instructional Strategy, while their Standard Deviation implies some variability in the individual achievements.

Research Question 3 Is there any difference between Male and Female NCE students' academic performance in Arabic essay writing when taught with Conceptual Change Instructional Strategy?

To respond to the research question three, group Mean performance of students, with regards to gender difference, after exposure to Conceptual Change Instructional Strategy compared:

Table 4.3 Computation of Group Mean performance of Students by gender

	Gender	N	Mean	Std. Deviation
Male	(1)	27	55.04	9.44
Female	(2)	13	51.85	10.45

Table 4.3 showed the computation of group mean performance of students after exposure to used Conceptual Change Instructional Strategy. The table showed that group 1 (male) had mean achievement of 55.04, while group 2 (female) had 51.85, with standard deviation of 9.44 and 10.45 respectively. The fact that both groups had mean achievement with more than half of the maximum possible scores implies that both groups had benefited from the use of the Conceptual

Change Instructional Strategy, though the male respondents appeared to have benefited. Their Standard Deviation implies some variability in the individual achievements.

Institution	N	Mean	Std. Deviation
FCE Zaria	20	57.90	7.14
FCE Kano	20	50.10	10.60

Research Question 4: does any difference exist in the academic performance of NCE students in Arabic essay writing in the experimental group as compared with the control group based on the location of their institution?

Research question 4 was responded using group mean performance of students, with regards to location difference, after exposure to Conceptual Change Instructional Strategy as follows:

Table 4.4 Computation of Group Means performance of Students by the difference of institution location.

Table 4.4 showed that students of FCE, Zaria had Mean performance of 57.90, while FCE, Kano students had 50.10, with Standard Deviation of 7.14 and 10.60 respectively. The fact that both group had mean achievement which was more than half of the maximum possible scores (100), implies that both groups had benefited from the use of the Conceptual Change Instructional Strategy, with respondents from FCE Zaria having a higher mean. Their Standard Deviation implies some variability in the individual's achievements.

4.3 Testing of Hypotheses

The research hypotheses were tested using Independent Samples T-Test. To take decision on whether or not to retain/accept a hypothesis, statistical level of significance (α) of 0.05 and respective degree of freedom (DF) was used to check for table or critical value, which was then compared with the T calculated value. This was done as follows:

$Ho_{1:}$ Conceptual Change Instructional Strategy has no significant effect on the academic performance of NCE students in Arabic Essay writing in Federal Colleges of Education in Nigeria.

The hypothesis was tested using independent samples t-test to compute students' performance after exposure to Conceptual Change Instructional Strategy as follows:

Table 4.5 Independent Samples T-Test after exposure

		N	T-cal	DF	A	T-crit	Decision
Group	1	20	2.73	38	0.05	1.68	Significant
Group	2	20					

Table 4.5 showed the calculated t after exposure as 2.73. at DF=38 and α=0.05, t critical=1.68. As shown the t-calculated (2.73) is greater than t-critical (1.68). This indicate that there is significant effect in using Conceptual Change Instructional Strategy on Arabic Essay writing skills among students in Federal Colleges of Education in Nigeria. Therefore, the first hypothesis which states that 'Conceptual Change Instructional Strategy has no significant effect on the academic performance of NCE students in Arabic Essay writing in Federal Colleges of Education in Nigeria', is therefore rejected.

Ho_2: There is no significant difference in the academic performance of students' in Arabic essay writing taught using Conceptual Change Instructional Strategy and those taught with traditional method of teaching in Federal Colleges of Education in Nigeria.

To test the hypothesis independent samples t-test was used to compute students' performance after exposure to Conceptual Change Instructional Strategy as follows:

Table 4.6 Independent Samples T-Test

		N	T-cal	DF	A	T-crit	Decision
Group	1	40	3.24	38	0.05	1.68	Significant
	2	40					

Table 4.6 showed the calculated t-test as 3.24. At DF=38 and α=0.05, t critical=1.68. As shown the t-calculated (3.24) is greater than t-critical (1.68). This indicates that there is significant difference in the academic performance of students taught using Conceptual Change Instructional Strategy than those taught with Traditional Strategy of teaching in Federal Colleges of Education in Nigeria. Therefore, the second hypothesis which states that 'There is no significant difference in the academic performance of students taught using Conceptual Change Instructional Strategy and those taught with traditional Strategy of teaching in Federal Colleges of Education in Nigeria', is therefore rejected.

Ho_3: There is no significant difference in the academic performance of male and female NCE students in Arabic essay writing when taught with Conceptual Change Instructional Strategy in Federal Colleges of Education in Nigeria.

The independent samples t-test was used to compute students' performance after exposure to

Conceptual Change Instructional Strategy, so as to test the third hypothesis as follows:

Table 4.7 Independent Samples T-Test

		N	T-cal	DF	A	T-crit	Decision
Institution	(1)	27	0.97	38	0.05	1.68	Not Significant
	(2)	13					

Table 4.8 showed the calculated t-test as 0.97. at DF=38 and α=0.05, t critical=1.68. As shown the t-calculated (0.97) is less than t-critical (1.68). This indicates that there is no significant difference in the academic performance between male and female students when taught with Conceptual Change Instructional Strategy as a result of gender difference in Federal Colleges of Education in Nigeria indicated no significant difference. Hence, the third hypothesis is hereby retained.

Ho_4: There is no significant difference in the academic performance of NCE students in Arabic essay writing between the experimental group and control group when taught with Conceptual Change Instructional Strategy on the basis of location of their institution.

The fourth hypothesis was tested using independent samples t-test, it was used to compute students performance after exposure to Conceptual Change Instructional Strategy, as a result of school type attended, as follows:

Table 4.8 Independent Samples T-Test

		N	T-cal	DF	A	T-crit	Decision
Institution	1	20	3.70	38	0.05	1.68	Significant
	2	20					

Table 4.8 showed the calculated t-test as 3.70. at DF=38 and α=0.05, t critical=1.68. As shown the t-calculated (3.70) is greater than t-critical (1.68). This indicates that there is significant difference in the academic performance when taught with Conceptual Change Instructional Strategy as a result of secondary school difference in the Federal Colleges of Education in Nigeria. Hence, the fourth hypothesis which states that 'There is no significant difference in the academic performance of students in Arabic essay writing when taught with Conceptual Change Instructional Strategy on the basis of location of their institution in Federal Colleges of Education in Nigeria', is then rejected.

4.4 Summary of Major Research Findings

Having tested the research hypotheses, the findings that can be deduced indicated that:

1. The Conceptual Change Instructional Strategy has significant effect on the academic performance of NCE students in Arabic Essay Writing in Federal Colleges of Education in Nigeria.

2. The academic performance of NCE students in Arabic essay writing taught using Conceptual Change Instructional Strategy is significantly higher than those taught with traditional method of teaching in Federal Colleges of Education in Nigeria.
3. There is no significant difference in the academic performance of male and female NCE students when taught with Conceptual Change Instructional Strategy in Federal Colleges of Education in Nigeria.
4. There is significant difference in the academic performance of NCE students in Arabic essay writing when taught with CCIS in the experimental and control groups as a result of location of their institution in Federal Colleges of Education in Nigeria.

4.5 Discussions of the Research Findings

This study aimed at investigating the effects of Conceptual Change Instructional Strategy on the performance of Students in Arabic Essay Writing in Federal Colleges of Education in Nigeria. The study then attempted finding out whether adopting the CCIS using modified model of Posner et al (1982) among NCE II students could change the common misconceptions.

The first hypothesis of this study was to identify, if Conceptual Change Instructional Strategy had significant effect on the performance of NCE students in Arabic Essay Writing in Federal Colleges of Education in Nigeria and determined the remedies accorded and the extent of its influence on the interests and attitudes of students towards Arabic language studies when exposed to the Conceptual Change Instructional Strategy (CCIS).

The effectiveness of the CCIS over traditional methods changing misconceptions harbored as in table 4.1 agrees with the researches carried out by Oyedokun (1998), Lakpini (2006), and Lawal (2009) who observed that the shifting of misconceptions and improvement of performance would have been induced due to the fact that the students concerned were able to interact freely and discussed with one another within their groups and the whole class and this resulted to:

i. The peer tutoring where students talk out issues and share ideas with one another this developed effective communication where they reorient themselves with better conceptions.

ii. They develop zeal and courage in the process and exposed their thoughts through individual contributions. It is quite students' centered approach. Such that, becoming bold, or vocalization from the students facilitated their cognitive understanding as viewed by Terwel, et al (1995).

iii. The lecturer easily appraised the ideas learners came into the class with, especially their wrong perceptions, which may eventually be shifted and grasped the more appropriate through the process of the new instructions thus, helping them to understand better language concepts, which eventually develops better contents for any composition.

The second finding implies clear significant effect of the CCIS in comparison over the traditional Strategy in use as shown on the performance after the experimental study. The experimental group received special treatment, while the control was left with normal way of teaching.

In the Table 4.2, after exposure to CCIS and traditional methods conducted in two groups Group 1 had performance mean of 54.00, while group 2, had a mean of 47.43 with standard deviation of 9.76 and 8.32 respectively. This indicated that the experimental group benefited more. It also implies some variability in the individual achievements, Nwanna (1979). The finding (Ho_2) also agrees with Rollnick and Rutherford (1993 & 2011) portraying higher performance of the experimental group than the control group.

The third hypothesis stated that, there is no significant difference in the academic performance of male and female students when taught with CCIS in Federal Colleges of Education in Nigeria. Both sexes responded positively and proved no outstanding difference signifying better performance of one gender over the other. All activities were collectively managed and therefore revealed the outcome of good team work.

In response to the above Table 4.3 showed the group performance after exposure to CCIS the group 1 (male), with Mean performance of 55.04, while group 2 (female) had 51.85 with Standard Deviation of 9.44 and 10.45 respectively. Therefore, both groups performed and achieved with more than half of the maximum possible scores almost equally. This implies positive outcome from the use of CCIS while their standard

deviation implies variability in the individual achievements. This clearly shows that the CCIS is gender friendly. Rather, it gives equal opportunity to the subjects to display their talent or exploit it.

The fourth hypothesis was concerned with whether there is no significant difference in academic performance of NCE students in Arabic essay writing when taught with CCIS on the basis of their institution location in Federal Colleges of Education in Nigeria.

This was responded based on the students' educational background from the institutional location whether urban or rural after exposure to CCIS. Table 4.4 buttressed their mean performance as follows group 1 (FCE Zaria) had Mean performance of 57.90, while group 2 (FCE Kano) had 50.10 with Standard Deviation of 7.14 and 10.60 respectively. The findings therefore, indicated both FCE Zaria and FCE Kano performed averagely at the same level and attained higher marks above 50% after the treatment using CCIS. This indicated the proximity in their performance and similarly of their conditions of learning resourcefulness of the FCEs; and their Standard Deviation implied little variability in the individual performance. The difference accorded might have been attributed to the student's differences in background particularly those who attended Arabic secondary schools with sound Arabic over the other type who attended Government conventional schools who might be at disadvantage of Arabic proficiency and invariably affected their performance.

Also, the major findings of this study were that irrespective of school background and gender, as well as traditional teaching method, the use of Conceptual Change Instructional Strategy (CCIS) enhanced students' performances better in Arabic Essay Writing in NCE in Federal Colleges of Education in Nigeria, as well as their interests towards Arabic language studies. This was evident from the data collected, results obtained and the statistical analysis conducted and presented.

Finally on a general note, the CCIS used in this study is a very good way to keep students busy during learning activities and promoted high-order thinking skills of critical analysis, concept interpretation, evaluation, and application as observed during the treatment exercise for the experimental group. This is strategy of inquiry that fosters critical thinking, and discussion which lead towards knowledge application, probing questions and interaction at different critical levels. Thus, Conceptual Change Instructional Strategy is fully student centered Strategy, it improve students learning motives by tapping their desire to curiously perform in Arabic writing.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study with the title "Effects of Conceptual Change Instructional Strategy on Students Performance in Arabic essay writing in Federal Colleges of Education" attempted an investigation of finding whether using Conceptual Change Instructional Strategy could accord any significance in the performance of NCE students in Arabic essay writing in Federal Colleges of Education in Nigeria. This problem which saliently continued to disrupt students' academic progress and their teaching profession particularly emanated during their NCE programme, when little was done to improve their writing competence. Most emphasis was laid on communicative competence especially using the most popular teaching method of Communicative Language Teaching (CLT). The CCIS therefore intervened as medium of learning Arabic language as well as teaching it. The CCIS in this context is directed towards equipping the NCE students with both academic tools towards improving their professional career even as the highest qualification and their future academic pursuit with more zeal and enthusiasm. .

The study stated four objectives to carry out the investigation, where the general objective was to determine the effect of Conceptual Change Instructional Strategy on performance of NCE students in Arabic essay writing; secondly, compare the academic performance of NCE students in Arabic essay writing taught using CCIS and those taught using traditional method; find out if there is difference between male and female NCE students academic performance taught using CCIS and compare the performance of NCE students in the experimental and control groups based on the location of their institution. These objectives were later transformed to the four research questions and four null hypotheses used in the study.

The research questions are:

1. Does Conceptual Change Instructional Strategy have any effect on the performance of NCE students in Arabic Essay writing in Federal Colleges of Education in Nigeria?

2. Is there any difference in academic performance of students in Arabic essay writing taught using Conceptual Change Instructional Strategy and those taught with Traditional method of teaching?

3. Is there any difference between Male and Female NCE students' academic performance when taught with Conceptual Change Instructional Strategy?

4. Does difference exists in the academic performance of NCE students in the experimental group as compared with the control group based on the location of their institution?

The study was experimental in nature with the population of NCE II students drawn from all Federal Colleges of Education in North-West states of Nigeria. The study involved two groups of N=80 subjects as sample size. The first part of the study involved teaching the first group of N=40 (experimental) subjects, using the Conceptual Change Instructional Strategy as the treatment in anticipation of change in preconception ideas from the concepts in question. These are misconceptions in their skills to write academic essay. The results of traditional teaching method were also used (as control) to the second group containing N=40 subjects respectively. These two groups were used for the data collection and analyzed statistically.

The concepts selected for treatment in the study were grammatical functions of Arabic sentences structure, punctuation and essay writing skills. This prompted the adoption of the Conceptual Change Instructional Model of Posner et al modified (2014) to change the misconceptions that student's harbor in their Arabic essay writing. The study investigated the problem and treated using five steps approach namely:

i. awareness phase

ii. disequilibrium phase

iii. reformation phase

iv. application phase and

v. evaluation phase

The instruments used in the study were multiple choice questions, short answer type and written items in both pretest and posttest to measure performances before and after treatment of the subjects in the experimental group and those not treated in the control group respectively.

The procedure used and the data collected from the achievement tests were statistically analyzed. The objectives and research questions were analyzed descriptively using frequencies, means and standard deviations, while all the four hypotheses were tested inferentially with t-test statistics. The results revealed that:

1. The Conceptual Change Instructional Strategy has significant effect on the academic performance of NCE students in Arabic Essay Writing in Federal Colleges of Education in Nigeria.
2. The academic performance of students taught using Conceptual Change Instructional Strategy is significantly higher than those taught with traditional method of teaching in Federal Colleges of Education in Nigeria.
3. There is no significant difference in the academic performance of male and female NCE students when taught with Conceptual Change Instructional Strategy in Federal Colleges of Education in Nigeria.
4. There is significant difference in academic performance of NCE students when taught with CCIS in the experimental and control groups based on location of their institution in Federal

Colleges of Education in Nigeria. This refers to earlier school attended whether Arabic based or conventional secondary school.

5.2 Conclusions

Based on the data analysis presented and major research findings, the study can be safely concluded as follows:

1. The study identified the problem of misconceptions among NCE students in Arabic Essay Writing in Federal Colleges of Education in Nigeria.

2. NCE II students' misconceptions in Arabic essay writing can be shifted or deeply understood when taught with the new Conceptual Change Instructional Strategy and these clearly indicated in this study that students writing misconceptions have improved.

3. The study inferred reasonably good performance of both male and female NCE students exposed to the Conceptual Change Instructional Strategy in their learning process of Arabic essay writing.

4. The comparison between the two experimental groups and control groups in the study in relation to the institutional location of the subjects and their performances when exposed to Conceptual Change Instructional Strategy signified a significant difference academically as a result of background. Conceptual Change Instructional Strategy helped students to develop positive attitude to learning more difficult Arabic concepts and writing better essays.

5.3 Recommendations

1. Considering the research findings of this study, it is strongly recommended that the Conceptual Change Instructional Strategy be adopted in teaching students Arabic essay writing at NCE level in the Federal Colleges of Education in Nigeria in addition to their Communicative Language Teaching CLT.

2. The Conceptual Change Instructional Strategy should be encouraged as a method of teaching in schools and colleges.

3. The impressive performance of male and female NCE students as a result of equal opportunity during treatment with Conceptual Change Instructional Strategy, it is therefore highly recommended to Arabic teachers because it enhances both students' ability following their active participation as one of the main concern of the Strategy.

4. That NATALL, NATAIS, NBAIS and universities should organize conferences for teachers in schools and colleges for proper sensitization and propagation of the Conceptual Change Instructional Strategy (CCIS) as a new teaching approach.

5.4 Implication of the Research Findings to Arabic Language Education

In this study NCE II students can respond positively to Arabic language learning when taught by the use of Conceptual Change Instructional Strategy CCIS. Therefore maintaining and utilizing variety of teaching techniques cannot only raise the level of students' performance, but adequately influence the interests of students towards Arabic language

studies. Specifically, the CCIS can enhance students learning performances to high cognitive understanding.

It also implied that irrespective of gender, type of school attended, CCIS can explicitly raise the level of students' performance in Arabic studies as a second language. This might be the outcome greatly harnessed by the degree of students' involvement and participation as proposed by this study. Teachers can apply this Strategy with maximum attainment of objectives taking into cognizance its stages as clarified in fig.4.

The importance of Arabic studies in the realization of the over all objectives of the National goals cannot be over emphasized. Arabic studies was introduced in Nigeria long before its Islamic impacts whose treasure of ethics and social tenets raised respective and responsive Nigerian citizens. The extent to which Arabic language studies realizes this objective in Nigeria is determined by the quality of its teaching, Bawa and Ukasha (2006). Therefore teachers must be trained and encouraged to utilize teaching techniques that encourages enthusiasm, participation, cooperation and critical thinking, Kadiri (2003). Universities and Colleges of education should introduce more Strategies courses so that pre-service and in-service teachers will be equipped to handle the challenges in the classrooms-this is because teachers teach the way they are taught, Okam (1998).

From the result obtained and analysis that followed, it is apparent that emphasis should now shift from merely prescribing innovated Arabic language as a second language (L2)

programme; or approaches to structuring meaningful classroom interaction patterns necessary for promoting the citizenship goals of tertiary education. In addition, the inadequacy of instructional materials should not be the ground for under utilizing Conceptual Change Instructional Strategy (CCIS) but, rather it should be a conscious effort by Arabic language teachers to enhance learning and interest in studying the language.

5.5 Limitations of the Study

The limitations of this study include the following:

1. Four Federal Colleges of Education that are in the Northwest States of Nigeria with eighty (80) respondents used in the study. This is because the study design is experimental in nature which requires an active control and to reduce undue teacher influence to barest minimum.

2. The samples used were limited to NCE II students and no State College of Education or any private allied Institution was involved in the study. Therefore, there is need to expand the study to cater for all NCE levels, State colleges and other allied Institutions to be able to generalize the research findings.

3. All the concepts taught in the study were limited to grammar such as sentences structure and essay writing skills. More thorough study can be carried out to cover other topics such as reading skills, rhetoric, and prosody.

5.6 Contributions to Knowledge

1. First and foremost, this study is a new approach to the learning of Arabic language in Nigeria that successfully adopted and internalized Conceptual Change Instructional Strategy (CCIS) to learning Arabic essay writing at NCE level.

2. The study pointed to the fact that CCIS can be a good medium in learning highly difficult and technical concepts of Arabic language and literature, especially in translating scientific literature into indigenous languages.

3. The Conceptual Change Instructional Strategy (CCIS) can serve the provision of the National Policy on Education in teaching/learning of basic science among Junior Primary school pupils by judiciously using the strategy and mixing with indigenous languages.

4. Curriculum is subject to review from time to time, change or development and methodology is one of the important aspects of the Curriculum; the CCIS in this study can contribute to the development of the Curriculum methodology.

5.7 Suggestions for Further Studies

It is suggested that this study be replicated in different levels of study within NCE programme and ability levels of the students as factors. This may provide relevant information on how different age groups, interest, and ability levels whether low, medium or high respond to the treatment condition.

The study was conducted on the effects of Conceptual Change Instructional Strategy (CCIS) on the students' performance in Arabic essay writing; another study is therefore suggested to investigate comparatively the effectiveness and deliverance of transmitting CCIS on the student's performance in the study of other fields of education endeavor in Arts and Social Sciences in Nigerian education system.

Those professional bodies such as the Curriculum Organization of Nigeria (CON), the Nigeria Association of Arabic Language and Literature (NATALL) Nigeria Association of teachers of Arabic and Islamic Studies (NATAIS), National Board for Arabic and Islamic Studies (NBAIS), Faculties of Education in the Universities and other allied institutions to encourage the use of the CCIS among teachers at all levels. It suggested call for conferences for sensitization and awareness among these professional bodies.

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APPENDIX 1 INSTRUCTIONAL ATTITUDE CHANGE SCALE (IACS)

Questionnaire for NCE Students

Dear Respondents,

This instrument is purposely for a PhD research work. It is intended to check effects of students' preconceptions in Arabic writing skills at NCE II in Federal Colleges of Education in Nigeria. The study is ultimately an academic exercise; please feel free to respond appropriately. Also your objectivity and sincerity are highly expected. The questionnaire is made up of two sections (appendix A&B).

Appendix 1 is the Instructional attitude change scale, while appendix 2, is a misconception test on Arabic writing process. Instructions are given accordingly.

Section A

Instructions:

Fill in the background information before you proceed to explain your feelings about Arabic language as your area of study in your College. Below are some statements and responses, tick the response that best explains how you feel about your study in Arabic as a second language.

Note that: SA = strongly agree, A = agree, D = disagree and SD = strongly disagree

Background information

Collage ……

Sex ……

Age ……...

Secondary school attended…….

State of origin ……..

Section B

S/No	Statement/responses	SA	A	D	SD

1.	I am able to build up my Arabic vocabulary very well.				
2.	Multiples of Arabic grammatical concepts and similarities of words and their uses are confusing me in my writings.				
3.	I have problems of spelling and correct use of Arabic terms.				
4.	It is always difficult to identify and use letters with similar sounds.				
5.	Expressing my thoughts in writing Arabic is always difficult to me.				
6.	I am not able to use words appropriately in different context.				
7.	I always choose simple topic, which I am familiar with when writing in Arabic.				
8.	Punctuation/autography is always a problem to me.				
9.	I find Arabic exams difficult because of my poor background in Arabic.				
10.	In order to improve my writing ability, I engage in reading Arabic stories and newspapers.				
11.	Group presentations and pair writing exercise are used to prepare for students examinations.				
12.	I commit grammatical errors it using articles (nakirah wal ma'rifa) in written expressions.				
13.	I use hamzated nouns (qad'i wal wasli) interchangeably.				
14.	Similarities of adjectives and adjectivals (al – sifah wal mausuf) are confusing me.				

15.	I am not able to make proper uses of auxiliaries (al – idhafa).				
16.	Terminologies in passive particles (inna and her family) are difficult to comprehend.				
17.	Terminologies used as copula (Kana and her family) are problems for me.				
18.	I attended a non-Arabic school that is why I face difficulties in Arabic writing.				
19.	Writing of non-Arabic terms is difficult to me.				
20.	My pre – writing procedures are always poor due to my background in Arabic.				
21.	I find it difficult to translate some terminologies from another language to Arabic.				
22.	Studying Arabic as a L2 is not my best choice.				
23.	I feel Arabic language as a profession is very good for me.				
24.	I am studying Arabic because I know it is the best for my future.				
25.	I am not the type to do well in Arabic language.				
26.	Males are not naturally better than females in studying Arabic Language.				
27.	A female can do well just as a male can do in Arabic Language.				
28.	Females who enjoy studying Arabic are a little strange.				
29.	Arabic teachers made me feel I have the ability to go on in Arabic as a profession.				

30.	I need a good understanding in writing Arabic for my future work.				

APPENDIX 2 MISCONCEPTION TEST ON ARABIC ESSAY WRITING PROCESS (MTAEWP)

INTRODUCTION

The following are questions on Arabic conceptions in writing process, and grammatical expressions. It is divided into two sections. Section – A consists of 6 essay questions, while section – B is divided into 2 sub-sections which consist of 40 objectives questions i.e. B thirty questions & C ten aptitude test questions. Answer each question carefully and express yourself as freely as you can. The questions are set to find out how much you know about concepts in Arabic grammar and writing expressions.

Thank you very much for your cooperation.

Instructions:

Answer 4 questions on the sheets provided in **section (A)** and all questions in **section (B)** and **(C)** respectively. Read the instructions carefully before starting any section.

Time allowed: 3 Hrs

الإرشادات: أجب عن أربع أسئلة فقط من القسم الأول، وجميع الأسئلة من القسم الثانى والثالث.

القسم الأول: الإرشادات: أجب عن أربعة أسئلة مما يأتى:

1/ تحدث عن أقسام النثر.

/2 تحدث باختصارعن فن الكتابة فى الأدب العربي.

/3 عرف علم الإملاء.

/4 تحدث بالإيجاز عن ما يلى:

أ/ رسم المصحف.

ب/ الكتابة العروضية.

ج/ الكتابة الإملائية.

/5 أذكر أربعة أمور تسهّل لك كتابة الهمزة.

/6 تحدث بالإيجاز عن أسباب شيوع الأخطاء الإملائية.

القسم الثانى: **SECTION B:** Indicate sign **(/)** or **(x)** for correct or wrong grammar in the following sentences):

الإرشادات: ضع علامة (/) اذا كانت الجملة صحيحة. و علامة (X) اذا كانت الجملة غير صحيحة.

1- فيها الأشجار الكثيرة _____

2- والجامعة أحمد بلو _____

3- أرتدت ملابسى وأحييه _____

4- فى الساعة الثانية ظهرا _____

5- لكى أنتظر صديقى الذى وعدنا به _____

6- مختلف الألوان _____

7- أصحو فى صباح نشيطا _____

8- ثم أرجع إلى الغرفتى _____

9- لكى أن أسمع أهم الأنباء _____

10- وبعد أن اغتسلت _____

11- لكى أذاكر دروسى _____

12- الذين ينفعنى فى دراستى _____

13- بعد الصلاة العصر _____

14- أفتح المذياع لكى أستمع إلى أهم الأنباء _____

15- بعد استيقظت _____

16- وأقرأ دعاء الاستيقاظ من النوم الذى يقرؤه النبى صلى الله عليه وسلم_____

17- وكنت قبل الدخول فى الخلاء _____

18- طلبت الماء والسابون _____

19- - إلى الموقف الذى ينتظر فيه الناس السيارات _____

20- أدخل الحمام ليقضى حاجتى _____

21- ألتقى مع زملائى وأسلم عليهن _____

22- أفتح القرآن وأقرؤه _____

23- ونجلس تحت ظل شجرة للاستراحة _____

24- وعندما وصلت المنزل _____

25- ترا باب التى تعجبك _____

26- لأنهم علماء قد جمعوا بين القديم والحديث _____

27- ووجدت فرصة القبول _____

28- وصليت ركعتان الفجر _____

29- وأخذت دفاترى للذهاب إلى الجامعة _____

30- وقلت عند ركبها _____

القسم الثالث:

SECTION C: (Fill in with correct interpretation in each of the following grammatical concepts):

الإرشادات: أكتب السياق الذى يستعمل فيه كلاً من الأمثال الأتية:

31 - البلاء موكل بالمنطق .. ..

32 - إنما هو كالبرق الخلب _____

33 - لا تضرب عنقك بلسانك _____

34 - عند جهينة الخبر اليقين _____

35 - رب رمية من غير رامٍ _____

36 - رب ضارةٍ نافعةٍ _____

37 - معظم النيران من مستصغر الشرر _____

38 - هذه سحابة صيف _____

39 - الغريب من لم يكن له حبيب _____

40 - القريب من قرب نفعه _____

APPENDIX 3 MISCONCEPTION TEST ON ARABIC WRITING PROCESS (M T A W P)

MODEL ANSWERS:

SECTION A. (ESSAY QUESTIONS)

الأجوبة النموذجية – القسم الأول:

1/ أقسام النثر:

ينقسم كلام العرب إلى قسمين: النثر والنظم. فالنظم هو الموزون المقفى، والنثر ماليس مرتبطا بوزن ولاقافية. والأصل في الكلام أن يكون منثورا لإبانة مقاصد النفس بوجه أوضح ولكونه أكثر استعمالالألفاظ التى توضح مقاصد المتكلم وإما أحاديث فى إصلاح شؤن المعيشة، واجتلاب ضروب المصالح والمنافع، وذلك ما يسمى (المحادثة) أو (لغة

التخاطب) وإما خطاب من فصيح نابه الشأن يلقيه على جماعة في أمر ذى بالٍ، وهذا ما يسمى (الخطابة)، وإما كلام نفسى مدلول عليه لقصد حفظه وتدوينه للانتفاع به جيلا بعد جيل.

2/ فن الكتابة في الأدب العربي

إن لفن الكتابة أركانالابد من إظهارها كتابة بلاغية ذات شأن:

الأول: أن يكون مطلع الكتابة فيه جدة ورشاقة فإن الكاتب من أجاد المطلع أو يكون مبينًا على مقصد الكاتب.

الثاني: أن يكون خروج الكاتب من معنى إلى معنى برابطة لتكون رقاب المعانى آخذا بعضها ببعض من دون خلط وارتباك.

الثالث: أن تكون ألفاظ الكتابة فصيحة ومعبرة عن معاني الكاتب بدقة.

3/ علم الإملاء:

لعلم الإملاء أسماء كثيرة منها: الكتابة أو فن الكتابة، الكتابة الإملائية والخط والهجاء والرسم وهو علم يعرف به: "أصول تأدية الكتابة على الصحة بتاء على القول بأن عدم إعطاء الكتابة حقها جهل، فتكون تأديتها على الوجه الصحيح علما. أو هو قانون تعصم مراعاته من الخطأ في الخط كما تعصم القوانين النحوية من الخطأ في اللفظ".

4-أ/ رسم المصحف: هورسم موقيفي لايقاس عليه. ومعنى هذا أن الرسم المصحف يختلف عن الرسم العادة لايستعمل إلا في كتابة آيات القرآن الكريم. ولذا ينبغى مراعاته لكونه الطريقة المرضى لكتابة آيات القرآن.

بـــــــ-الخط العروض: وهو خط مطابق تماما للنطق فلا زيادة ولا نقص، فكلمات مثل: هذا حضروا– كتاب...تكتب هكذا: حضرو – كتابن. فكل ما ينطق يكتب ومالا ينطق لايكتب.

جـــــ الخط الإملائى: هو الذى درج الناس عليه في الرسائل أو في الكتابة المحاضرات أو فى الكتب والمصحف وما إلى ذلك. وهذا خط يختلف في رسم بعض الكلمات من عصر إلى عصر،

ومن قطر إلى قطر. فقد كان هناك الخط الشرقى والخط المغربي بينهما اختلافا من بعض الوجوه فالقاف فى الخط المغربى تكتب بنقطة واحدة فوقها والفاء بنقطة واحدة تحتها.

5/ أربعة أمور لتسهيل كتابة الهمزة

أ لكل حرف حركة يناسبها...

بـــ تختلف الحركات قوة وضعف، وترتيبها بدأ بالأقوى.

جـ في الكتابة العربية قاعدة تسمي: "كراهية توالى الأمثال".

د – هناك حروف لا تتصل بما بعدها...

6/ من أسباب شيوع الأخطاء الإملائية:

ويكفى أن أقدم بعض نتائج دراسة علمية للأخطاء اللغوية والنحوية في الرسائل الماجستير التى أعدها بعض التربويين جاء في هذه الدراسة العلمية. شيوع الأخطاء في المباحث النحوية في موضوعات كثيرة منها: إن وأخواتها, كان وأخواتها, المضاف...إلخ.

وبالنسبة للمباحث الصرفية و (الإملائية) فقد شاعت همزتى الوصل والقطع، وصيغ الفعل وصياغة المصادر...وفي المباحث اللغوية شاعت الأخطاء في استخدام الأفعال الأخطاء واستخدام كثيرة منها: تعبيرات غير صحيحة ودقيقة واختيار المفردات وترتيب الجمل واستخدام الضمائر...وغيرها.

SECTION B. The following are model answers in the objective test with two options: (true/false).

1 true

2 false

3 false

4 true

5 false

6 false

7 false

8 false

9 false

10 true

11 true

12 false

13 false

14 true

15 false

16 true

17 true

18 false

19 true

20 false

21 false

22 true

23 false

24 false

25 false

26 true

27 true

28 false

29 true

30 false

SECTION C. (correct expressions on the given terms):

الـ تـعـ بـ ير **الدلالة**

31. البلاء موكل بالمنطق= يضرب عند وقوع مصيبة كان سببها الكلام.

32. انما هو كالبرق الخلب = لمن يتوقع الناس عنده خيرا وماهو كذالك.

33. لاتضرب عنقك بلسانك = لمن يقول قولا حدث عليه الهلاك.

34. عند جهينة الخبر اليقين = لمن كانت أخباره دائما صادقة.

35. رب رمية من غير رام = لمن جاءه التوفيق من غير قدرته.

36. رب ضارة نافعة = لمن يأتي اليه النفع من أمر ضار.

37. معظم النيران من مستصغر الشرر = لأمر صغيريؤدى الى عواقبجسيمة.

38. هذه سهابة صيف = لأمر الذى يتوقع زواله سريعا.

39. الغريب من لم يكن له حبيب = لمن كان بلا صديق يشاركه همومه.

40 .القريب من قرب نفعه = لمن يقدم القول الى غيره دون قرابه.

APPENDIX 4 WRITING CONCEPTS ACHIEVEMENT TEST (WCAT) ITEM

INSTRUCTIONS:

الإرشادات: أجب عن أربعة أسئلة فقط:

1. ضع علامات الترقيم في أماكنها المناسبة في النص التالي:

علي الباحث أن يلتظم آداب البحث ويبتعد عن الغروروالتعالي وان عدي بحثه الي كشف لم يسبق اليه أو الي نتائج جديدة لأن الغاية من البحث الوصول الي الحقيقة واضافة المزيد من

المفارق الي التراث الانسانية وعليه أن يبتعد عن ضمائر المتكلم مثل أنا أو نحن وانما يستخدم عبارات مثل يري الباحث وغند النقد يقول هذا الرأي لا تستريح اليه النفس وهناك عبارات تعبرعن تواضع الباحث وتنم عن أدبه مثل ويبدو أن ويظهر مما سبق وبالجملة كل ما من شأنه أن يعبر عن الذات والغرور فعل الباحث أن يتحا شاه

2. أذكر خمسة من علامات الترقيم مع بيان متي يستعمل, و مثل اكل منها.
3. تحدث عن الكلمة و أجزائها.
4. كيف تكتب موضوعا انشائيا ؟ ثم أكتب عن واحد مما يلى:

أ - اكتب مقالة شافية فى أصول القراءة والكتابة فى اللغة العربية.

ب يعتبر تعليم مادة النحو صعبة. ناقش

5. تحدث عن المبتدي و الخبر, ثم استخرج المبتدي و الخبر مما يلي:

أ - الغضب آخره ندم.

ب كل النجاة فى الصدق.

ج- يد الله مع الجماعة.

6. عرف اللانشاء ثم حدد رئيسياته عند توظيفه في التعبير.

APPENDIX 5a WRITING CONCEPTS ACHIEVEMENT TEST (W C A T)

MODEL ANSWERS/MARKING SCHEME:

7. **توطئة:**

هذا البحث بعنوان: "أثر منهج التغيير المفاهيمي على أداء الطلاب في كتابة الإنشاء باللغة العربية في كليات التربية الفيدرالية نيجيريا".

8. "EFFEETS OF CONCEPTUAL CHANGE INSTRUETIONAL STRATEGY ON STUDENTS PERFORMANCE IN ARABIC ESSAY WRITING IN FEDERAL COLLEGES OF EDUCATION IN NIGERIA"

9. يقدم طريقة التدريس الجديدة المبنية على {فكرة مسبقة}pre-conception حول مهارات التعبير اللغوي في الكتابة الإنشائية، وهذه الطريقة وهي في الأصل طريقة تستعمل لتدريس مواد العلوم، ويسعى الباحث هنا إلى توظيفها في تعليم قوائد اللغة العربية conceptual learning

الأجوبة النموذجية للأسئلة الواردة في الاختبار: 10.

11. 1) علي الباحث أن يلتزم بآداب البحث، ويبتعد عن الغرور والتعالي، وإن أدى بحثه إلى كشف لم يسبق إليه أو إلى نتائج جديدة، لأن الغاية من البحث هي الوصول إلي الحقيقة، وإضافة مزيد من المعارف إلي التراث الإنساني، وعليه أن يبتعد عن ضمائر المتكلم، مثل أنا أو نحن، وإنما يستخدم عبارات مثل يري الباحث وعند النقد يقول: "هذا الرأي لاتستريح إليه النفس. وهناك عبارات تعبر عن تواضع الباحث وتنم عن أدبه، مثل: ويبدو أو ويظهر مما سبق، وبالجملة؛ كل ما من شأنه أن يعبر عن الذات والغرور فعلى الباحث أن يتحاشاه"

2/ علامات الترقيم:

العلامة	اسمها	متى تستعمل؟	مثال
.	**النقطة**	- فى نهاية الجملة التى تم معناها. - فى نهاية جملة الأمر.	أشرقت الشمس. خذ العفو، وأمر بالعرف، وأعرض عن الجاهلين.
,	**الفاصلة**	- بعد لفظ المنادى. بين جملتين بينهما حرف	يا محمد, أقبل. اقرأ الدرس جيدا, ثم فكر فيه جيدا.

		عطف. - بين الكلمات أو الجمل المتضادة. - بين الأعلام بدلا من حرف العطف. - بين أنواع الشيء أو أقسامه. - بين القسم و جوابه. - بين جملة الشرط و جواب الشرط	أنت, لاعبدالله, من تكلم. مكة,المدينة,الرياض من أكبر مدن المملكة. أقسام الكلمة: اسم, وفعل, وحرف. تالله، لأصافحنك. إن تدرس, تنجح.
؟	**علامة الاستفهام**	- فى نهاية السؤال المبدوء بأداء استفهام.	هل سافرت الى مكة؟
:	**النقطتان**	- بعد القول و شبهه.	قال عبد الله: اني أحب الصالحين.

		- بين الشيء و أقسامه. - بعد لفظ مثل.	أنواع المثلث: حاد الزاوية, .. الفعل: مادل على حدوث فى زمن مثل: قام.
!	**علامة التعجب**	- فى نهاية الجملة التى فيها تعجب، أو حزن, أو تأثر، أو دهشة.	ما أجمل الربيع!
-	**الشرطة**	- بين العدد والمعدود اذا كان فى أول سطر.	1--- 2 3 أولا--- ثانيا ثالثا
--	**الشرطتان**	- يوضع بينهما الكلام المعترض.	قال الشيخ للفتى --وكان قد استشاره اصبر.
" "	**علامة التنصيص**	- يوضع بينهما الكلام المنقول من كلام الآخرين بنصه.	قال صلى الله عليه وسلم : "من عمل عملا ليس عليه أمرنا فهو رد"

( )	**القوسان**	- يوضع بينهما الكلام المفسر لما قبله. - جملة الدعاء القصير.	الذهب الأسود(البترول) يكثر فى جزيرة العرب قال (رحمه الله) صلوا فرضكم.
...	**علامة الحذف**	- توضع مكان الكلام المحذوف.	أركان الاسلام خمسة هى: شهادة أن لااله الا الله, وأن محمدا رسول الله...

3/ الكلمة و أجزاؤها:

الكلمة الواحدة هى الكلمة التى ينطقها المتكلم بمفردها دون أن تذكر معها غيرها, كأن يقول: (محمد) أو (السماء) أو (الوزيران)...وهكذا. والكلمة تنقسم إلى ثلاثة أقسام وهى: اسم وفعل

وحرف. وأما فى المعنى الدقيق عند العلماء المحدثين فإن أجزاء الكلمة سبعة, وهى: اسم, وفعل, وحرف, وظرف, وكنية, وأداة, وعبارات مسكوكة.

مدلول الكلمة: للكلمة دلالتان- دلالة معجمية و دلالة بلاغية.

الدلالة المعجمية: وتسمى الدلالة الحقيقية, وهى المعنى الذى وضعت الكلمة من أجله. أى المعنى الحقيقى الذى تدل عليه الكلمة فى أصلها.

فالمعنى الحقيقى أو المعجمى لكلمة (زرع) هو (بذر الحب), وقد نسب هذاالمعنى إلى المعجم, نظرا لعناية المعاجم بتسجيل المعانى الحقيقية لكلمات اللغة العربية, حيث جمعت كل المعانى الحقيقية التى تدور حول الكلمة. مثلا فى كلمة (حل) كالآتى:

حلّ الشئ = صار مباحا.

حلت المرأة = صار الزواج منها حلالا.

حل المشكلة = أزالها.

الدلالة البلاغية: هى استعمال الكلمة فى غير معناها الحقيقي, ومثالها مع اللفظ السابق(حل)- أن تقول:

(حلت الأفكار السارة برأسى). فالأفكار أمر معنوى لا حول له يمثل حلول شخص بمكان من الأماكن. ومثله, أن نقول: (تحلل خاطرى من هواجسه).

فالهواجس أيضا أيضا أمر معنوى, وليس قيدا يكبل الخواطر بمثل ما عرفناه من القيود والخواطر ليست بالشئ المادى يمكن تقييده. ومثل هذا أيضا, قول موسى عليه السلام: ((واحلل

عقدة من لسانى...)) فلم يكن بلسانه عقدة الحبل أو نحوه, بل هو العجز عن نطق بعض الحروف... جاء استعمال كلمة (حل) استعمالا بلاغيا, كانت غايته إيضاح المعنى.

4/ كيفية كتابة موضوع:

يحرر الكاتب فيها موضوعا من الموضوعات الانشائية تحريرا ليقدمه إلى قراءه، ويتنوع هذا القسم الى: الإنشاء الكتابى الوظيفى يندرج تحته كتابة الرسائل, والتقارير, والمذكرات, والنشرات الخ... والانشاء الابداعى يندرج تحت هذا النوع كتابة المقالات و تأليف القصص و التمثيليات و التراجم و نظم الشعر.

اكتب مقالة شافية عن أصول القراءة والكتابة فى اللغة العربية أويعتبر تعليم مادة النحو صعبة. ناقش

أ- عنوان.

ب. نوع أو أسلوب.

ج. جسم أو تعبير.

د. خاتمة.

5/ أ- معنى المبتدأ والخبر...

ب- الغضب آخره الندم: مبتدأ الأول (الغضب), آخره (مبتدأ الثانى) وهو مضاف والهاء مضاف اليه. الندم خبر لمبتدأ الثانى. والجملة من مبتدأ الثانى و خبره خبر لمبتدأ الأول.

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- النجاة فى الصدق: (النجاة) مبتدأ مرفوع (فى الصدق) جار والمجرور متعلق بخبر مخذوف تقديره موجود.

- يد الله مع الجماعة: (يد) مبتدأ مرفوع وهو مضاف(الله) مضاف اليه مجرور

بالكسر(مع) ظرف مكان (مضاف الجماعة) مضاف اليه مجرور بالكسر

والظرف فى محل الرفع خبر مبتدأ تقديره كائن.

6/ الإ نشاء و أقسامه...

الانشاء هو القول أو الكتابة فى موضوع من أمور الحياة. أو هو التعبير عما يدور فى النفوس بواسطة جمل وعبارات نبتدعها ابتداعا. أى هى وسيلة من الوسائل التى تتيح للمنشئ أن يعرض جميع أفكاره للمجتمع بطريقة شيقة بتعبير كتابى أو شفهى. ومن أركان لا بد من ايداعها هى:

- أن يكون مطلع الكتابة جيدا ورشيقا, فان الكاتب من أجادالمطلع والمقطع, أو يكون مبنيا على مقصد الكتاب.

- أن يكون خروج الكاتب من معنى إلى معنى برابطة لتكون رقاب المعانى آخذة بعضها ببعض ولا تكون مقتبضة.

والعوامل التعبيرية- يقصد بها الاعراب عما فى النفس بأى وسيلة من وسائل التعبير كاللغة و الرسم, والتمثيل والموسيقى, والتعبير هنا "التعبير اللغوى" وهو الذى تكون اللغة سبيلا إليه. وذهب كثير من الكتاب فى فن الانشاء إلى أن "التعبير" و "الانشاء" لفظان مترادفان يدلان على معنى واحد, وهوالكتابة أو القول فى موضوع من أمور الحياة.

التوجيه: ينوي كيفية كتابة موضوع الانشاء الى عوامل القدرة التعبيرية على وجهها الناضع أمر تمكن بمزيد من القراءة المنوعة, ومزيد من الاطلاع على ما سجلته الكتب الأدبية,

ومعرفة الأساليب القوية بما اشتملت عليه من بلاعة ونحو, وبما نقل عن العرب الفصحاء من تراكيب ... الخ.

ومن أنواع الانشاء ما يلى:

أ/ روائ

ب/ وصفى أو تصويرى

ج/ كشفى أو شرحى

د/ جدلى أو مبرهن

ه/ تقنى أو علمى.

نظام وضع الدرجات للأسئلة المكتوبة النموذجية المجابة فى كلتا الاختبارين: الاختبارما قبل التجربة **pretest** وما بعد التجربة posttest فالمرجو من الطالب أن يركز في كتابته علي:

أ/ الدقة النحوية- (التراكيب النحوية والصرفية Grammatical Expression) يحصل على= 40% درجة.

ب/ المفردات- السياق... (كلمات واصطلاحات Terms & Concepts) يحصل على = 30%

خ/ المحتوى وتنظيم الأفكار (Composition: Mechanical Accuracy) يحصل على= 20%

د/ التهجئة (الاملاء الصحيح والترقيم Correct Spelling and Punctuation) يحصل على = 10%
جميع الدرجات =100%

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APPENDIX 5b WRITING CONCEPT ACHIEVEMENT TEST (WCAT) MARKING SCHEME

(Translated to English)

B. PURPOSE:

The essay is designed to test the students writing skills and ability to use Arabic as an effective means of communication orally in any given situation. That is, the students' ability to express them clearly and coherently in manner appropriate to the audience, purpose, topic and or situation.

C. ASSESSMENT GUIDE:

The scores of the essay were judged in terms of the students' success in achieving the purpose based on factors such as:

i. Adequacy of treatment of subject matter.

ii. Originality of approach.

iii. Clarity and sequence of narration.

iv. Balance or style.

v. Mechanical accuracy.

D. MARKING:

Marks are awarded for what students have done correctly and are deducted for errors committed.

Assessments are grouped into a number of well defined items with a maximum marks for each. These items are:

5. Content: Ideas coaxed relevant to the real theme and their skilful development.
6. Organization: The writing will be judged based on the necessary Arabic essay writing skills and techniques to form paragraphs and unity of paragraphs. The flow of thoughts from the opening, through the body to the conclusions.
7. Expressions: The positive qualities to look upon under expression are the following aspects:

-Clarity and appropriateness of style.

-Variations of sentence structure and types.

-Judicious use of figurative language.

-Skilful and technical use of punctuation.

-Accurate usage of words and diction.

8. Mechanical accuracy:

- Undeniable errors in grammar.

- Punctuation errors.

- Spelling errors.

. Each question in this section will carry 15 marks, in summary the marking percentage is reduced to make a total of 60 marks out of 4 questions answered by each student in theory. While objective section will carry 1 mark each out of the 40 questions provided therein; the total marks will be 100% accordingly.

i.e. a. theory section 4Qs each 15 marks = 60%

b. objectives 40Qs each 1 mark = 40%.

Total = 100%.

All categories of errors to be indicated with rings (0).one mark (1) should be deducted for each ringed error. The errors must be in grammar or spelling punctuation before a ring is imposed. Otherwise, the error must be underlined and penalized under expression.

APPENDIX 6 A FIVE STEP CONCEPTUAL CHANGE INSTRUCTIONAL STRATEGY (CCIS) TEACHING MODELS

LECTURE: ONE

Subject: ARB 212. Grammar **(النحو)**

Topic: Word, its derivative and types. (**الكلمة ومدلوله وأ قسا مه**)

Level: NCE II

Rationale: The knowledge of Arabic word, derivatives and types is the basic requirement for learning all aspects of Arabic language. The knowledge will help them lay foundation for correct writing construction and expression.

Pre-requisite previous knowledge: alphabets and sound systems.

Learning materials: slides on word expressive derivatives, types according to:

i) Classical scholars.

ii) Modern scholars.

References:

1 التعبير الغوى مفرداته وتراكيبه.

2 كيف تتعلم النحو فى أسبوع اواحد؟

Lecture Development:

STAGE(S)	TEACHER ACTIVITIES	STUDENTS' ACTIVITIES	TEACHING POINTS
Awareness phase	Teacher introduces the lesson with these questions: - What is the word? -what do the word signifies? -name types of the word. **Activities** i. show transparent slides on	- students listens - students discuss and sought answers to the questions raised.	Compare meaning of Arabic word from prev knowledge. Differentiate sounds effects using the symbols.

	meaning & word fragments ii. sound effects on single word (fatha, kasra, dhumma, sukun).		
Disequilibrium phase	Teacher keep aside, guide students and moderate students ideas.	- Students form small groups of 5 each. - They present their views after discussions. -their conclusions written on the board. Thus students knowledge of word division is 3.i.e (اسم,فعل,حرف)	Check correct spellings and verify similarities of sounds.
Reformative phase	Teacher continue facilitation – he provides learning experiences and questions that leads to interactions with	- Reports of each group of students ideas labeled on	Clarify and expose the new development of word types as 7.

	students prior knowledge through: i. types of word extended to 7 there add to students perception of 3 as in old use. ii. students reform their ideas as updated by modern scholars. iii. Arabic word signifies 2 meanings: literal meaning (**الدلالة المعجمية معنى الحقيقى**) & (**الدلالة البلاغية استعمال** rhetorical **الكلمة فى غير معناها الحقيقى**). The teacher at this stage re emphasize on the correc reformed.	board. - As they explained their ideas, alternative view points are identified. - Students are then helped to recognized and critically examine such. - That shift of ideas in understanding types of word as 7. Viz; (اسم فعل حرف اداة ظرف كناية عبارات مسكوكة).	
Application	Ask questions on how the	- students to discuss in their	Hence, deeper

phase	knowledge of the segments of word derives its new forms, applied and verified in sentence analysis.	groups on the new development. - Sketch illustrate graph on the new development showing division of words to 7.	understanding of word divisions into 7.
Evaluation phase	- What is then word derives? - Name the 7 divisions according to modern scholars. - Give example of each type.	- the students respond To the questions. - sketch illustrate of t he----- Divisions with explanations Of each.	Shift of idea realized.

LECTURE: TWO

Subject: ARB 212. Grammar (**النحو**)

Topic: Sentences structures (**تراكيب الجمل**)

Level: NCE II

Rationale: The knowledge of Arabic word functions is being used in our daily common oral and written expressions. Such as grammar and sentence analysis, it covers large scope of mechanical accuracy in writing process. Hence the knowledge helps students to lay solid foundation of writing good essays.

Pre-requisite prev. knowledge: Word, its derivatives and division.

Learning materials: Sketch illustration of parts of sentence 'subject' *(al-khabr)* and its components and 'predicate' *(al-khabr)* and its components too on slide show on the wall

Reference:

كيف تتعلم النحو فى أسبوع .P.25-27

واحد؟

Lecture development:

STAGE(S)	TEACHER ACTIVITIES	STUDENTS' ACTIVITIES	TEACHING POINTS
Awareness phase	Teacher introduced by	- Students discusses answers	To identify form of a

	asking these questions: i. what is the function of word in a sentence? ii. If a sentence began with noun? iii. What if it began with verb?	to questions raised by the teacher in their groups. - their answers are written on the chalk board.	Sentence as either no- minal or verbal.
Disequilibrium phase	-Teacher continued as guide and facilitator.	- Students in each group dis- cussed and captured particles to identify each of the two Segments of the sentence.	To identify sentence construct with two component parts (subject & predicate) Each with particular signs to note.
Reformative phase	Teacher identified more particles and their functions in the segments of the sentence i.e. in predicate: i. nominal sentence (جملة	- Students reports are written on the board. - Students examined the new development.	Comprehensive knowledge on the segments of a complete sentence.

	اسمية). ii. Verbal sentence. **(جملة فعلية).** iii. phrase which has: **ظرف: الظمان والمكان** **جار و مجرور**	- Students then added more views collected from the teacher on their on prior knowledge.	
Application phase	The teacher the asks leading questions: i. sketch the grammar tree of the predicate segment showing its components. ii. analyze this sentence grammatically: 1.**الغضب آخره ندم.** 2.**النجاة فى الصدق.**	- Students discussed the exercise given by the teacher – They present their attempts to analyze the sentences.	Analyze sentences syntactically.
Evaluation phase	The teacher then asks:		Deeper understanding of subject and predicate

	i. what then is the function of word in front of the sentence if (noun or verb). ii. What is the difference between them? iii. What are the particles of a predicate segment?	-The students give responses to the questions. - At this point a validated meaning was updated by the students indicating new idea.	and their analysis in any sentence. **(المبتدأ والخبر)**

LECTURE: 3

Subject: ARB. 224 Composition (**الإنشاء**)

Topic : Punctuation **(الترقيمl**)

Level: NCE II

Rationale: The knowledge of punctuation brings about cognitive understanding and comprehension of Arabic written piece. The poor usage of punctuation and its correct application continue to be the problem of students' misconceptions in learning the

second language in terms of grammar, rhetoric, and various forms of Arabic complex expressions. Its knowledge help student construct good essay free of mechanical problems.

Pre-requisite previous experience: word formation and sentences structures in lecture 1 and 2.

Learning materials: i. slides containing symbols of punctuation marks and their name.

ii. slides showing columns of functions and worked examples of when to use.

References: **أ. فى أساسيات اللغة العربية.**

ب. الترقيم و علاماته.

Lecture development:

STAGE(S)	TEACHER ACTIVITIES	STUDENTS' ACTIVITIES	TEACHING POINTS
Awareness phase	Teacher introduced the lecture by asking students in their various groups the history, meaning and purpose of punctuation in Arabic.	- Students to present their findings. - name the symbols. - discuss between their groups on functions of these	Historical origin of punctuation in Arabic by Ahmad Zakiyy Pasha popularly known as *" al-sheik ul-arub' in 1912.*

	- what is the historical origin? - what are the functions? <u>Activities</u> -Show each slide and its function. - guide the students presentations.	signs.	
Disequilibrium phase	Teacher acts on the side as the guide and facilitator to the students.	- Students summaries of discussions on their ideas about the punctuations. - Students groups outputs on number of marks and uses found in Arabic.	Why adopted English punctuation into Arabic writing.
Reformative phase	- Teacher asks questions that through discussions	- As the idea of each group	- identify correct names, symbols, and use.

	leads to interactions with their prior knowledge. This is done through: i. explore ideas of history. ii. helping students refine their poor usage.	is being explained, more ideas identified, and students are helped to recognize new points.	
Application phase	Teacher asks questions on how the knowledge of punctuation can make them understand fully an Arabic piece of writing.	-Students discuss and arrived at concrete meanings and applications of punctuation marks in Arabic writing process.	Give some examples of punctuation marks in a sentence.
Evaluation phase	Teacher asks questions that leads to intervening students prior knowledge: i. identify the major marks. ii.What are the functions of each? iii. punctuate the ff. text	-Students give responses to the questions raised by the teacher with examples of each.	Deeper understanding of Arabic punctuation marks and correct usage.

LECTUER: 4

Subject: ARB. 224 Compositions

Topic: Essay writing (types of essay).

Level: NCE II

Rationale: Although essay writing is a familiar topic to students, but its theory is still a difficult task to them. Students are not well articulated in all its types especially in Arabic which largely adopted English format. So, knowledge of its types is of immense importance to their writing process taking into cognizance form of each type and correct use of autography and punctuation.

Pre-requisite previous knowledge: Punctuation.

Learning materials: i. Slide show of types of essay.

ii. Format and theme of each type (contents).

References: i. How to Write an Essay (كيف تكتب الانشاء) –by G. Dantsoho

ii. Advanced English Compositions. By B. Aremo.

Lecture development:

STAGE(S)	TEACHER ACTIVITIES	STUDENTS' ACTIVITIES	TEACHING POINTS
Awareness phase	Teacher introduces the lecture with inquiring studs On the following: i. what is an essay? ii. Name the types of essay. ii. Any difference in forms? **<u>Activities:</u>** -lead opening discussions. -showing slides of types etc.	- Students groups discussing on the questions rose. - put down their answers on papers. - enlisted types identified by students groups on board.	Purpose of essay as an attempt mostly to prove something rather than to find out.
Disequilibrium phase	Teacher acted as guide, as leaders of groups presented their ideas. -exposed on the slides those types not identified by	- Team leaders are allowed to present their ideas accordingly. - They also discussed their views on the differences,	Context meaning and peculiarities of each essay type.

	students. - corrects their wrong perceptions on the types Additional inform. noted along with their correct responses. -emphasis on the new ideas written on chalkboard.	peculiarities between each type.	
Reformative phase	At this phase the lecturer discusses with students on thorough meanings and peculiar approach to each. - using the newly identified such as persuasive and scientific. Emphasis on new ideas is noted.	The studs. Take part in the discussion and are made to understand the alternatives and new developing information.	Basically, 6 types of essay identified.
Application phase	The teacher leads the students to;	-The team leaders enlisted types along with new ones:	Mapping out outlines in learning to approach each type of an essay.

	-summarize differences of each. -set contents of each type. -suggest outline of each type.	-narrative, descriptive, expository, argumentative, persuasive and technical/scientific. - Students discusses on the new points in order to understand more valid ideas.	
Evaluation phase	As a guide and facilitator, the lecturer then ask these: i. how do you verify a type of essay among the listed? ii. give an example of any essay type required in life situation.	- Students discuss the questions given. - Students are convinced with the new developments.	Deeper understanding of essay types and forms.

LECTURE: 5

Subject: ARB. 224. Composition

Topic: Essay Writing Skills (مهارات كتابة الانشاء).

Level: NCE II

Rationale: Any form of writing required a specific skills and special pattern especially academic writing. Specifically essay writing skills to students of colleges must not be overemphasized. It will help a great deal to the students academic life and beyond as a future professional teacher in secondary schools.

Pre-requisite previous knowledge: Types of Essay.

Learning materials: i. Slide on setting out an essay numbered 1-5.

ii. Slide on concept mapping sketch of essay composite parts.

References: i. Advanced English Compositions. By B. Aremo.

ii. Essay *911* learning the Arabic language essay on stereotype. Free online essays.

iii. التعبير اللغوى مفرداته و ترا كيبه

Lecture development:

STAGE(S)	TEACHER ACTIVITIES	STUDENTS' ACTIVITIES	TEACHING POINTS
Awareness	Teacher introduces the	- Students in their various	Approach to any writing

phase	lecture by asking the various groups observing slide show of the essay concept map. - What are the key points to starting a form of writing? - What approach to put in use in the beginning? - write on "the effect of education".	groups start discussing on the necessary skill to start with while observing the concept map shown. - Students tried to enlist relevant points. - Group leaders present their outlines to approach.	topic (essay).
Disequilibrium phase	Teacher acts aside as a guide and facilitator to the students activities.	- Summaries of students discussions are written on cardboards and tagged their ideas outlined on each. - These are explained by leaders of each group.	Skill tips on writing-itemize points to write: -introduction. -body. -conclusion.
Reformative phase	Teacher asks questions that on discussing leads to interactions using prior	- As the ideas of each group is being presented more alternative view points are	On the topic given-explore various trends-organize topic,

	knowledge, thus: i. identify constructs of essay, such skills to identify- purpose of writing the topic, contents, structure/style, detail explanations. ii. Helping students to buttress such skills to expand the pattern. Hence, employ writing tools: dictionary, thesaurus, quotations, citations, rules and tips etc. in any writing. iii. Points on the topic trends: - Importance of educ. - Relation to change of behavior.	being harnessed as a result of discussions. -They are helped to recognize more skills of drafting relevant points. - Also, source reference materials and writing tools. - Also, to develop points relevant to the topic's trends. - organize materials in sequence and flow of ideas taking into cognizance the writing rules.	contents/outlines, structure and details.

	- History of education. - Educational thinking. -Modern development etc.		
Application phase	Teacher explains on how the concept map shown can improve their understanding and skills for writing any piece. - Also apply such to any type of writing.	- Students brainstorm themselves with the new information in their groups. - Students arrive themselves at concrete compliance with the development.	Expanding the comprehension of essay and transferring the skills to any form of academic writing.
Evaluation phase	Teacher evaluates by instructing students to review major items of the writing procedures on the topic given. ii. Identify basic writing skills on any given topic. iii. Explain why any good	- Students summaries on procedures required for approaching any form of essay writing. - The students in their groups also attempted to respond to the teachers questions.	Deeper understanding of Arabic essay writing skills.

	piece of writing requires outlines etc. for better conception and ideal expressions.		

Source: A sketch of lesson plan model modified and developed from Activity Students Centered Experimentally Improved (ASE

APPENDIX 7 LETTER OF INTRODUCTION

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA
Email: efceduc@abu.edu.ng

Vice-Chancellor: **Professor Abdullahi Mustapha,** *B.Sc (Hons) Pharm (ABU). Ph.D (London), FPSN*
Ag. Head of Department: **Dr. Bashir Maina,** *B.Ed (Unimaid), M.Ed,. Ph.D (ABU)*

Our Ref: DEFC/S.25 Date:_____

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Aminu, Abdullahi Muhammad, with Registration Number Ph.D/EDUC/05539/08-09, is a student in this department. He /~~She~~ is carrying out research, being part of requirement for graduation, in Curriculum & Instruction. He/~~She~~ needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

Effect of Conceptual Change Instructional Method on Basic Essay Writing Skills in Federal Colleges of Education in Nigeria.

Thanks in anticipation of your kind response.

Yours sincerely,

Dr. Bashir Maina
Head of Department

Head of Department
Dept. of Educational Foundation & Curriculum
A. B. U. ZARIA

APPENDIX 8 TOPICS TAUGHT

Topics:

i. Words derivative and types.
ii. Sentences structures.
iii. Punctuation.
iv. Types of essay.
v. Essay writing skills.

APPENDIX 9 TIME SPAN

The instruments for this research would be administered during the 2012/2013 academic session in the stated Colleges. This would be done by the researcher in collaboration with trained research assistants. The participants would be contacted at their various Federal Colleges of Education to administer the Instruments. After initial contact and formal introduction and briefings in respect of the purpose and nature of the research instruments, participants would be required to respond to the instruments without interference.

Table 5.1 below shows timeline for the administration of the instruments in the respective FCEs. The researcher as well as research assistants would be at the designated FCEs with the instruments at the specified time and administer it. They would be responsible for instrument retrieval and return to the researcher.

Table 5.1 Timeline for Instrument Administration

Date	FCE visit	Activity	Time	Duration
21/05/2012	FCE Zaria	Instruments administration	9:00am to 11:00am	1 day
10/05/2012-11/05/2012	FCE Kano	" "	9:00am to 11:00am	2 days
26/05/2012-27/05/2012	FCE Katsina	" "	9:00am to 11:00am	2 days
04/06/2012-05/06/2012	FCE Gusau	" "	9:00am to 11:00am	2 days

In the course of the administration of the instruments, four research assistants were involved, one in each college. They were allowed to make observations, ask questions, or contributions. The research assistants closely monitored participants handling of the instruments, ensured successful completions and retrievals on time.

APPENDIX 10 LIST OF IDENTIFIED MISCONCEPTIONS

The following misconceptions were Arabic concepts in the process of writing from the constructs of grammar, sentence structure, punctuation and essay forms in Arabic. These were collected from the students written responses in the test items instrument in Misconception Test on Arabic Essay Writing Process (MTAEWP) and Writing Concept Achievement Test (WCAT). The instruments were administered in Arabic language.

1 Omission in the sentence elements.

2 Wrong spellings

3 Wrong tense.

4 Misuse in the articles.

5 Mixture in hamzation of ‘qad’i and wasl’’.

6 Confusion or ambiguity in the use of pronouns.

7 Misuse of countable and uncountable nouns.

8 Intransitive verb for the transitive and vice versa.

9 Active for passive and vice versa.

10 Misuse of auxiliaries.

11 Misuse of adjectives and adjectival.

12 Errors in use of passive particles and use of copula.

13 Misuse of full stop

14 Omission of question mark or exclamation mark or wrongly used.

15 Misuse of quotation marks/

16 Errors in paragraphing and use of vernacular with wrong indication.

17 Omitting the punctuation marks.

18 Clarity and appropriateness of style.

19 Variations of sentence structure and types.

20 Judicious use of figurative language.

21 Skilful and technical use of punctuation.

22 Accurate usages of words and diction

23 Wrong use of names, expressions, abbreviations or translations with unaccepted pattern in modern practice e.g. WAEC or NBAIS.

24 Translating terms/concepts wrongly.

25 Problem Coaxing relevant theme and skilful development.