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Teachers' Qualification as a Measure of Very Difficult Topics in Senior Secondary Arabic Curriculum in Oke-Ogun, Oyo State, Nigeria

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Abstract

The study examined qualified and unqualified teachers perception of very difficult topics on the teachers' qualifications as a measure of very difficult topics in senior secondary school Arabic curriculum. A purposive sampling technique was used to select a total of 30 Arabic language teachers from 30 senior schools constituted the study sample. The variable considered was teachers' qualification and the topics in the senior schools Arabic curriculum. The instrument used for data collection was checklist containing topics of senior secondary Arabic language curriculum which was distributed for these teachers to measure differences in their perception. There were four research questions and one research hypothesis. Frequency counts and percentage of respondents on very difficult topic were calculated according to the variables while t-test was used to test the hypothesis. The content and face validity of the instrument was done by giving it to teachers of Arabic language at the senior secondary schools and a specialist in Arabic education at the University of Ilorin. Test-retest was used to determine the reliability of the instrument using Pearson's r. The correlation co-efficient value of 0.96 was obtained. The findings revealed that teachers' qualifications do not influence teachers' perception of very difficult topics in the senior secondary school Arabic language curriculum, seven topics were perceived very difficult, and eighteen topics were perceived difficult while fifty-seven were perceived not difficult. Also, there was no difference in the content area of topics as perceived by qualified and unqualified teachers, and lastly, there was no difference in the total number of topics perceived as difficult by qualified and unqualified teachers of Arabic language. On the basis of these findings, a conclusion was drawn and recommendations were made.

Keywords: Qualification; Curriculum and Very Difficult Topics

Oke-Ogun comprises ten, out of the 33 Local Government Areas of Oyo State. It is located in the North West of Oke-Ogun Area (Jacobs, 2001) and has a large Muslim population, which constitutes 75% of the overall population of Oyo State. The overall population of Oyo State was 5,591,589 people in 2006 National Population Commission (NPC) 2006. The Muslim population is devoted to the cause of Islam to a level reflected in the large number of private Arabic schools established in the Local Government Area. There are up to 1000 of such schools sited in the nook and crannies of the area.

Secondary education is the form of education received after primary and it is also the form of education given to boys and girls who are at the growth or developmental period generally referred to as a period of adolescent (Uka, Ndubisi, Kolawole Olutola,

Bello, Moses, Afe, Salako, Amonie and Ofori, 1985). It is significant to note that the introduction of Arabic into the secondary school curriculum is justified by its historical, economic, cultural, diplomatic, political and international relevance. (Federal Ministry of Education, 1985). Thus, Arabic is offered within the formal educational system, at the primary, secondary and tertiary institutions and in private Arabic schools established by Muslim voluntary organization and some well-to-do individuals. The formal school system makes use of an Arabic curriculum design centrally by the relevant organs of the government while the Arabic school makes use of a parallel curriculum designed by each school.

The linguistic, historical and cultural relevance of Arabic to Nigeria has resulted in the spread of Arabic schools among those who are committed to the language. This has also form part of the justification for its learning across the various educational levels. But despite the large number of private Arabic schools and the interest of those who are committed to the language, student performance in Arabic has not been encouraging over the years.

Performances of Arabic students over the years have not been encouraging. Result published by West African Examinations Council (WAEC) and those released by National Examinations Council (NECO) corroborate the above statement. (WAEC 2000 & 2001, 2005&2007, SSCE). According to Chief Examiner's report WAEC May/June, (2007), Arabic candidates had difficulties in attempting questions on modern Arabic literature, in spelling and a grammatical expression. They also found it difficult to express themselves fluently in the Arabic Language. These difficulties remain the same over the years and situation has not improved. Results published by the West African Examination Council (WAEC) and those released by the National Examination Council (NECO) corroborate the above statement (WAEC 1998, NECO 2001). Incidentally, the effective or ineffective learning of Arabic in the formal and the private Arabic school system has been influenced by several factors including instructional materials, teaching methodology, teacher qualification and teacher experience, among other factors. With particular reference to teacher qualification, previous studies have established significant positive relationship between teacher qualification and students' academic performance. These studies include English Language. Azikwe (1990), who dealt with English; Oladeji (1996) who examined French; Ibrahim, (1999) who investigated Hausa and Idi-Ogede (1994) who observed Biology..

For process of education to function effectively, the school curriculum has been taken into consideration. Curriculum is the term use to indicate a group of subject or a field of study arrange in a particular sequence. It is the bedrock of every sound educational system and information upon which any structure of education rest upon. According to Oladosu (2014), it is crucial to teach and learn process and any attempt to bypass it will result in voluminous disaster as it embraces every aspect of the process.

Curriculum can be seen as the totality ^{of} to be experienced acquired by the students under the guidance of the school. It is also the programme of the study and activities arranged in the school for the purpose of modifying student's behaviour and attitude positively (Lawal, 2015). Without a good and sound curriculum the whole system of education will be in shamble. No nation rises above the quality of her teaching/instruction, and if there must be a sound system of education it must be bent on the quality of curriculum. For a curriculum to be effective and quality in nature, it must be subjected to constant review and evaluation. Hence, evaluation is seen as a process of collecting data or information about student's performance for the purpose of making total decision on education. Despite the fact that Arabic has been established in the school curriculum, student's performance at senior secondary school level, over the years has not been encouraging as there was record of student poor performance (WAEC 2000/2001, 2005/2007, 2009/2010 SSCE).

Arabic is very essential to the Muslims, being the language of Islamic religion. It is also useful to humanity as a whole. Despite the fact that the language belongs to the Arabs, It is also a local language of millions of African populace i.e. Egyptians, Moroccans, Algerians, and Sudans etc. (Badmus, 2008). Arabic, like other advanced natural languages such as English and French, has acquired international status in United Nations Organization and other International bodies. It is also used for international relations, diplomacy and religion concerns. According to Adeyemi (2012), the teaching of Arabic in non-Arabic speaking countries has always been associated with Islam. Although, as a language, it is used every day by more than quarter of the world population today, the inclusion of Arabic language into senior secondary school curriculum as a subject of study and discipline was as a result of its international, political, economics, diplomatic and cultural relevance (Federal Ministry of Education, 1985 & 2007). Arabic is offered at all level of education be it formal or informal. However, the research investigated qualified and less qualified teachers' perception of every difficult topic in senior secondary school Arabic curriculum in Oke-Ogun, Oyo state. In this respect, relevant literatures were reviewed to justify this work. Lawal (2006) investigated teachers' perception of difficulty levels of topic in senior secondary language curriculum and find that seven topics were perceived to be very difficult. 18 were observed as been difficult while 57 were seen not to be difficult. The 7 very difficult topics were therefore subjected to perception of qualified and unqualified teachers of Arabic to find out whether significant difference exists or not in Arabic teachers perception. This therefore led to review of literature on qualifications of teachers.

Teacher's qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. Teachers' qualifications could therefore mean all the skills a teacher required to teach effectively. Such skills include

formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development (Zuzovky, 2000). Someone without knowledge of pedagogy or some who spent few years in training without completing the required years does not possess teacher qualifications. Professional development and experience also count for teacher qualification because several studies have revealed this. Qualification is one of the critical factors that drive students' academic performance (Hakiplimu, 2011). Erimaz and Laslan (2015), observed that one of the most important factors in the teaching process is a qualification of the teachers. The perspective of Aina and Olanipekun (2015) was that teacher's qualifications can go a long way to bring about students' higher achievement. Teachers' profession relate to competence in instruction and management of students and materials in the classroom (Hamilton – Ekeke 2013). Teachers' qualifications therefore, might not only be the certificate someone is holding as erroneously conceived by some people. Teachers' qualifications are more than just holding 'a certificate of any institution. Zuzovky (2009) in her study on students' achievement finding from (Tilms – 2003) data in Israel "ties teachers qualifications top seven indicators" are; Teachers formal education, Teachers qualification in subject matter of teaching (in-fail preparation), Teacher education in pedagogical studies, Duration of preparation period, Certification and licensing status, Years of experience and Preparation in professional development activities.

The researcher is interested in the area of teachers qualifications, specifically in certification and licensing status which subsumed the seven points earlier mentioned which are Teachers formal education, Teachers qualification in subject matter of teaching (in-fail preparation), Teacher education in pedagogical studies, Duration of preparation period, Certification and licensing status, Years of experience and Preparation in professional development activities.

The word profession comes from the word profess i.e 'I agree to be' by the principles and rules. Olorundare (1995) opines that, to be in a profession, one needs to be a man of conviction to accept the principles of what he profess. Profession according to him involves specialized application of special knowledge and hence, theoretical knowledge is essential for effective expression as regard professions. Profession is an occupation which claims exclusive technical competence and also adheres to the service ideals and a vowed ethics of professional conduct.

Teacher qualification signifies the teacher's level of education and professional attainment, and the greater the teacher's response to learning has been; the more he is presumably able to manipulate the teaching activities (Bamisaye, 1987)

Lawal (2006), investigated teachers' perception of difficulty level of topics in the senior school Arabic curriculum in Oke-Ogun, Oyo state, Nigeria. He finds that seven topics were perceived to be very difficult, eighteen topics were perceived to be difficult while fifty-seven topics were perceived to be not difficult by respondents. It was also

found that there was no statistically significant difference in the mean scores of qualified and unqualified teachers and in the mean scores of experience and less experience teachers in respect of their perception. The effect of this account for Arabic students poor performances in the subject in both West Africa Examinations Council and National Examination council. The results released by WAEC & NECO also corroborate it (WAEC, 2000, 2001, 2005 & 2007). This problem needed to be addressed by government through curriculum planners to simplify the difficult topics through good method of teaching, provision of instructional materials and employment of qualified tutors' etc. If this is not taken care of in good time, it will have negative productivity of teachers and inefficient learning on student side.

Olalekan (1982) observes that the more qualified a teacher, the more experience he becomes and the better his effectiveness in promoting and improving better student's academic performance. This study therefore focuses on perception of Arabic teachers on very difficult topics based on qualification. Having reviewed literature on qualifications the paradigm was therefore shifted to review of studies on teacher's perception of difficult topics.

The related empirical studies reviews below are for other subjects other than Arabic language. For example, Johnstone and Mahmud (1980) examined isolated topics of high perceived difficulty in biology. The researcher used the biology syllabus of Scottish Certificate of Education Board (SCEB), the sample of 167 responses to an index of difficulty. They sample final year high school students for comparison; they compared the responses of the two groups with those of examiners, teachers, lecturers and inspectors' report. The result of the study revealed that topics related to cell structure, body system, genetics and evolution were classified difficult.

Also, Finlay, Stewart and Yarrock (1987) examined both content difficulty and importance as perceived by Earth science, Physics, Chemistry and Biology teachers. They used 100 Wisconsin high school teachers to rate importance and difficulty level of selected content area. They use the mean rating and standard deviation of responses to rank first 15 most important and difficult content area in each of the four science subjects. The researcher found out that most of the important but difficult topics were in the area of photosynthesis, cellular respirations, mendelian genetics and chromosomes, theory of hereditary and hormonal control of human production. Longden (1982) investigated students learning difficulties genetics. He samples 114 'A' level Biology teacher for comparison. He interviewed 10 good students who had difficulties with genetics. A 50- item questionnaire was administered to respondents to identify aspects in genetics that were difficult to learn. Standard deviation, variance, t-test and analysis of variance (ANOVA) were used to analyse the data collected. He found out that there was a break between the teaching of meiosis and the introduction

of genetics. He also found that they had difficulty with representation of meiosis by fixed in animate diagram.

Balogun, (1999) worked on difficult concepts in physics as perceived by senior secondary students in Kwara state. A total of 226 students (122 male and 104 females) randomly selected from four Local Government Areas of Kwara State constituted the study sample. A29- item questionnaire was used to collect data; sample percentage and chi-square were used for data analysis. The result revealed the six major concepts were considered difficult. These were equilibrium of forces, simple harmonic motion, simple alternating circuits and fluid at rest and in motion, energy quantization and wave particle paradox. Thus, the present study investigates the perception of qualified and less qualified teachers of Arabic language on topics that were perceived to be very difficult as formally carried out in a research of difficult level of topics in Arabic language at senior Arabic curriculum in Oke-Ogun (Lawal, 2006).

The Purpose of the Study

The purpose of the study was to investigate teachers' qualification as a measure of very difficult topics in Senior Secondary Arabic curriculum in Oke-Ogun, Oyo State, Nigeria. Specifically, the study sought to determine differences in qualified and unqualified teachers' perception of very difficult topics in senior secondary Arabic curriculum, topics perceived as difficult, differences in the content areas of topics perceived as very difficult and the total number of topics perceived as difficult by qualified and unqualified teachers of Arabic language on senior secondary school curriculum.

a) It is hypothesized that there are not significant differences in qualified and unqualified teachers': perceptions of very difficult topics in senior secondary Arabic curriculum, topics perceived as difficult, content areas of topics perceived as very difficult on the Arabic language curriculum and the total number of topic perceived as difficult by qualified and unqualified teachers of Arabic language on senior secondary school curriculum

Method

Design

The design of study is descriptive survey method. It describes the perception of very difficult topics on school Arabic language curriculum by qualified and less qualified teachers of Arabic language. According to Gay (2006), a descriptive study reports on educational phenomenon the way it is. The present study describes the phenomenon of qualified and unqualified Arabic language teachers' perception of very difficult level of topics contained in the senior school Arabic language curriculum..

Participants

The Arabic teachers in Oke Ogun are of different educational qualifications; some are holder of Diploma Certificate, National Certificate in Education, Bachelor of Arts in Education, Bachelor of Arts only, Master's Degree holder with education and without it and Doctors of philosophy. At the secondary level, some are of these characteristics except higher degree exits. Their attitude to work is averagely alright but the areas perceived by qualified and non-qualified teachers of Arabic as very difficult topics are seven, eighteen are perceived to be difficult while fifty seven are perceived to be non-difficult. To avoid repetitions, the detail and the break down will be presented in the table of analysis.

The researcher made use of all the available teachers of Arabic with the limited no of schools offering Arabic which is thirty. From the demographic data in section A of the instrument, out of thirty teachers of Arabic which are purposively sampled, eighteen (18) teachers are qualified (trained) while twelve (12) teachers are unqualified (untrained)

Instrument

The instrument used for data collection was a check-list made up of all the very difficult topics from the senior school Arabic language curriculum. The topics reflected different classes of senior school. The instrument consist of two sections, section A of the instrument request for information about qualification while section B contains all the topics of the senior Arabic language curriculum which are eighty-two (82) in number. The items are exposed to 3- likert scale of very difficult, difficult and not difficult. Very difficult attracts three marks; difficult attracts two marks while not difficult attracts one mark. This gives a total score of 246. The face and content validity of the instrument was done by giving the check-list to two teachers of Arabic language at senior secondary school and to specialists in Arabic Education at the University of Ilorin. To establish reliability the check-list was administered twice to 30 teachers of Arabic that are purposively sampled within 2 weeks interval. Scores of the first and second administration were correlated using the Pearson r, the correlation co-efficient value was 0.96.

Procedure

The checklist were administered to the participants by the researcher in each school and collected immediately after they completed filling them. Frequency counts and percentage were used to analyses teachers' perceptions of and the number of very difficult topics perceived in Arabic language curriculum in Oke-Ogun while t-test was used to analyze significant differences in qualified and unqualified teachers' perception of very difficult topics

Results

The results of the study are presented in tables followed by their interpretations based on the purposes of the study. In table 1, the total scores of the check list by the teachers are presented with their percentages and their difference was calculated by subtracting the lower score from the higher to get the difference in their scores

Table 1

Qualified and unqualified teachers' perception of very difficult topic in Arabic language curriculum

Variable	No of Participants	Total Frequency Counts of Very Difficult Topics (score)	Percentage (%)	Difference
Qualified Teachers	18	131	53.25%	Difference F= 39 = 16.25 %
Unqualified Teachers	12	92	37%	

Table one shows 18 qualified Arabic teacher scored 131(53.25 %) on topics perceived as very difficult on the Arabic Language curriculum whereas the unqualified teachers scored 92 (37%). A difference in the number of scores of their perception of very difficult topics is 39 (17) in favour of qualified teachers. This indicates trained Arabic teachers perceive more topic as very difficult on the Arabic language curriculum than the unqualified teachers.

Table 2

t –test result significant difference in qualified and unqualified teachers' perception of very difficult Arabic language topics

Variable	No	Score	Mean	Sd	Df	T Calculated	T Critical	Decision
Qualified teachers	18	131	7.28	3.41	28	-0.2718	2.048	Not significant 0.05
Unqualified teachers	12	92	7.67	3.41				

Table 2 shows that the critical t value of 2.048 is greater than the calculated t value of 0.2718 at a 0.05. This implies that there is no significant difference between qualified and unqualified teachers' perception of very difficult topics in the senior school Arabic language curriculum.

Table 3
Check list of difficulty topics perceived as difficult on the Arabic Language of senior secondary school curriculum by qualified and non – qualified teachers of Arabic Language.

S/N	List of Difficult topics	Content areas of topics in the Curriculum	Participants responses					
			Qualified teachers response			Non-qualified teachers response		
			Not Difficult	Difficult	Very Difficult	Not Difficult	Difficult	Very Difficult
1	The per mutative	Parts of speech	Parts of speech	The per mutative	Modern Arab literature	Parts of speech	The per mutative	Modern Arab literature
2	Zana and her associates	Nouns	Nouns	Zana and associates	Poets in the age of ignorance	Nouns	Zana and associate	Poets in the age of ignorance
3	Declension of verbs	Singular	Singular	Declension of verbs	Effects of cities on the society	Singular	Declension of verbs	Effects of cities on the society
4	Declension of Nouns	Plurals	Plurals	Declension of Nouns	Arab literature in Nigeria	Plurals	Declension of Nouns	Arab literature in Nigeria
5	Derived adjective	Masculine	Masculine	Derived adjective	Examples of Arabic prose and poem in Nigeria	Masculine	Derived adjective	Examples of Arabic prose and poem in Nigeria.

6	The accusative	Feminine	Feminine	The accusative	A study of Africa literary texts	Feminine	The accusative	A study of Africa literary texts
7	Adverbs of manner	Preposition	Preposition	Adverbs of manner	Translation from English to Arabic	Preposition	Adverbs of manner	Translation from English to Arabic
8	A commendable family	Nouns construct	Nouns construct	A commendable family		Nouns construct	A commendable family	
9	Introduction to Arab literature	Adjective and the Nouns qualified	Adjective and the Nouns qualified	Introduction to Arab literature		Adjective and the Nouns qualified	Introduction to Arab literature	
10	Excursion to industry	Conjunction	Conjunction	Excursion to industry		Conjunction	Excursion to industry	
11	Health observation of the body	The permutative	The Emphatic	Health observation body		The Emphatic	Health observation body	
12	West African Nations	The Emphatic	Perfect verbs	West African Nations		Perfect verbs	West African Nations	
13	A study of some literary men	Perfect verbs	Imperfect verbs	A study of some literary men		Imperfect verbs	A study of some literary men	

14	Knowledge and Technology	Imperfect verbs	Imperative verbs	Knowledge Technology	Imperative verbs	Knowledge Technology
15	Government and individual's toward her duties	Imperative verbs	Particles governing imperfect verbs	Government and individuals toward her duties.	Particles governing imperfect verbs	Government and individual's toward her duties.
16	Selected Arabic literary texts in African as a whole.	Particles governing imperfect verbs	Nominal Sentences	Selected Arabic literary texts in African as a whole.	Nominal Sentences	Selected Arabic literary texts in African as a whole.
17	Essay writing	Nominal Sentences	Verbal Sentences	Essay writing	Verbal Sentences	Essay writing
18	Translation from Arabic to English	Verbal Sentences	Kana and her a Ina and her associates	Translation from Arabic to English	Kana and her associates	Translation from Arabic to English
19		Kana and her associates	Ina and her associates		Ina and her associates	
20		Ina and her associates	Transitive verbs		Transitive verbs	
21		Zana and her associates	In transitive verbs		In transitive verbs	
22		Declension of verbs	The five verbs		The five verbs	
23		Declension of Nouns	Conjugation of verbs		Conjugation of verbs	

24	Transitive verbs	Number from one to three thousand	Number from one to three thousand
25	In transitive verbs	Active voice	Active voice
26	The five verbs	Passive voices	Passive voices
27	Conjugation of verbs	Verbal Noun	Verbal Noun
28	Number from one to three thousand	Active participle	Active participle
29	Active voice	Passive participle	Passive participle
30	Passive voices	The Elative	The Elative
31	Verbal Noun	Inflexible verbs	Inflexible verbs
32	Active participle	Derived verbs	Derived verbs
33	Passive participle	Specification	Specification
34	The Elative	The exempted	The exempted
35	Derived adjective	The vocative	The vocative

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36	Inflexible verbs	The Diminutives	The Diminutives
37	Derived verbs	Nouns of instrument	Nouns of instrument
38	The accusative	Noun of time	Noun of time
39	Adverbs of manner	Nouns of place	Nouns of place
40	Specification	Relative adjectives	Relative adjectives
41	The exempted	Festivals	Festivals
42	The vocative	Market	Market
43	The Diminutives	Holiday period	Holiday period
44	Nouns of instrument	School life	School life
45	Noun of time	Hospitals	Hospitals
46	Nouns of place	School library	School library
47	Relative adjectives	Prides of Truth	Prides of Truth
48	Festivals	Sincerity in deeds	Sincerity in deeds

49	A commendable family	Parts of prophet's character	Parts of prophet's character
50	Market	Trustworthy and Honest friend	Trustworthy and Honest friend
51	Holiday period	Village	Village
52	School life	Farming	Farming
53	Introduction to Arab literature	Selected verses on excellent behaviours	Selected verses on excellent behaviours
54	Excursion to industry	A song	A song
55	Hospitals	Uthman Dan Fodio	Uthman Dan Fodio
56	School library	English speaking Africa countries	English speaking Africa countries
57	Prides of Truth	Dictation	Dictation
58	Sincerity in deeds		

59	Parts of prophet's character
60	Trustworthy and Honest friend
61	Modern Arab literature
62	Health observation of the body
63	Village
64	Farming
65	Poets in the age of ignorance
66	Selected verses on excellent behaviours
67	Effects of cities on the society
68	West African Nations

69	A study of some literary men
70	Arab literature in Nigeria
71	A song
72	Knowledge and Technology
73	Uthman Dan Fodio
74	English speaking Africa countries
75	Government and individual's toward her duties
76	Examples of Arabic prose and poem in Nigeria
77	Dictation

78	Selected Arabic literary texts in African as a whole
79	A Study of Africa literary texts
80	Essay writing
81	Translation from English to Arabic
82	Translation from Arabic to English

The results on table 3 shows that seven topics were perceived to be very difficult, eighteen topics were perceived to be difficult while fifty-seven were perceived not to be difficult in Arabic language curriculum of senior secondary schools in Oke-Ogun by both qualified and unqualified teachers of Arabic Language. Also the results on the table reveals that there are no differences in the content area of topics perceived to be very difficult on the Arabic language curriculum by qualified and non-qualified teachers of Arabic language in Oke-Ogun. Furthermore, there are no differences in the total number of topics perceived as difficult by qualified and non-qualified teachers of Arabic language on senior secondary schools curriculum in Oke-Ogun.

These imply that teacher's qualifications do not influence their perception of very difficult topics in the senior secondary school Arabic language curriculum

Discussion

The purpose of this study was to examine the perception of Arabic language teachers in respect of very difficult topics contained in the senior school Arabic language curriculum based on qualification. Specifically, the study sought to find out the perception of qualified and unqualified teachers of Arabic Language in respect of very difficult topics in the senior school Arabic language curriculum. Arabic language curriculum

The study found no significant differences in the qualified and unqualified teachers of Arabic' language perceptions of very difficulty topics, the total number of very difficult topic as well as the area contend of topics perceived as difficult on the

As for research hypothesis, it was accepted as there is no significant difference in the perception of qualified and non qualified teachers of Arabic in Oke-Ogun on Arabic language curriculum as regard very difficult topics. The findings of this study support the hypothesis that there is no significant difference in the perception of qualified and unqualified teachers of Arabic language as regard perception of very difficult Arabic language topics. The study also support the finding of Ibrahim (1998) who examined teachers' perception of difficult topic in Hausa language curriculum and reported no statistically significant difference in the mean score of qualified and less qualified teachers. The topics identify to be very difficult in Arabic language curriculum of senior secondary curriculum must be very difficult and d must be reviewed in the curriculum of Arabic less it affect teachers' productivity of Arabic students negatively. The very difficult topics are: modern Arabic literature, a study of some poet during the age of ignorance, reading comprehension on the effect of cities on individual, Arabic literature in Nigeria, examples of Arabic prose and prosody in Nigeria, a study of selected African Arabic literature and translation from English into Arabic.

Conclusion

From the discussion, it could ~~is~~^{be} concluded and recommended that unqualified teachers of Arabic language should be encouraged to strategize in the course of their teaching as to simplify those areas that are perceived to be very difficult.

Textbook writers should pay better attention to the identified very difficult and difficult areas when writing Arabic language textbook in future as to simplify those areas.

Arabic language teachers should take cognizance of very difficult topics and employ appropriate teaching strategies to facilitate effective teaching and learning of the topic to students.

The curriculum experts should endeavour to subject Arabic curriculum to constant evaluation in order to design a simplified curriculum thereby, engendering better understanding.

When these and similar recommendation are implemented, the foundation would have been laid for an effective Arabic teaching and learning in the nation.

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