



International Journal of Arts and Humanities: ISSN-2360-7998 (Print) and Open Access: DOI/ijah/10.54978  
**Abbreviated Key Title:** *Int. J. Arts Humanit.*  
ISSN: 2360-7998 (Print) and Open Access  
Volume-13 (Issue): 7, July, Pp 229-240, 2025

## Full Length Research

# Evaluation of Arabic Studies Teaching Strategies used by Teachers in Nasarawa State Arabic Schools

Muhammad Maitakarda

Department of Arabic, School of Languages, College of Education Akwanga, Nasarawa State.

Author's E-mail: Email: muhammadmaitakardaa@gmail.com

### Abstract

*The teaching of Arabic in Nigerian secondary schools has gained significant attention and importance in recent years. Arabic is recognised as one of the major languages in Nigeria due to its historical and cultural significance, as well as its relevance for Islamic education. Thus, a study was carried out to investigate the evaluation of teaching strategies used by Arabic teaching in Nasarawa state Arabic schools using selected Arabic schools in the Nasarawa North Senatorial zone as a case study. The study made use of 200 structured questionnaires to gather data from respondents using the stratified random sampling technique. The collected data was analysed using both descriptive statistics, such as frequency and percentages. The results of the findings on the teaching strategies used by Arabic teachers revealed that the majority (92%) use classroom management skills, such as introduction, use of chalkboard, and reinforcement, while the majority (85%) of the teachers do not present lessons step by step. The results on the impact of teaching strategies on students' academic performance show a significant proportion of respondents (65%) believed that the use of teaching aids and classroom management strategies by Arabic teachers has a high impact on students' academic performance in the study area. While (39%) of respondents agreed that teachers do not present lessons step by step and do not use adequate instrument materials, this has a negative impact on students' academic performance. Some of the challenges faced by Arabic teachers in the study area include inadequate training, a lack of adequate instructional materials for teaching Arabic studies, and a lack of motivation due to improper salary payments and other welfare issues, which were identified as major factors affecting their performance. Among the recommendations, it is suggested that teachers should adopt the following: Relevant teaching strategies to the lesson: there should be proper monitoring and supervision of teachers, and the government should provide a conducive learning environment for schools.*

**Keywords:** Arabic studies, teaching strategy, Arabic schools, impact, academic performance

Accepted 26/3/2025

Published x/3/2025

## 1.0 INTRODUCTION

The teaching of Arabic in Nigerian secondary schools has gained significant attention and importance in recent years. Arabic is recognised as one of the major languages in Nigeria due to its historical and cultural significance, as well as its relevance for Islamic education. In many northern states of Nigeria, where Islam is predominant, Arabic is taught as a second language and is considered a core subject in Islamic schools. The Nigerian government has also made efforts to promote the teaching of Arabic in schools, recognising its importance

in fostering religious and cultural understanding and national unity. However, the state of teaching Arabic in Nigerian secondary schools faces several challenges. Limited resources, including textbooks, instructional materials, and qualified teachers, pose obstacles to effective instruction. Inadequate infrastructure, such as classrooms and language laboratories, further hinders the teaching and learning process. Additionally, the curriculum for teaching Arabic may vary across states, leading to inconsistencies in content and standards.

Despite these challenges, various initiatives and organizations—such as the National Arabic Language Village and the Nigerian Arabic Teachers' Association—are working to improve the teaching of Arabic in Nigerian schools and enhance the professional development of Arabic teachers.

Teaching strategy refers to the deliberate and systematic approaches employed by educators to facilitate effective learning and promote students' achievement of desired educational goals (Adam and Adebisi, 2012). It encompasses a range of instructional methods, techniques, and approaches that are tailored to the specific needs and characteristics of learners. Effective teaching strategies involve carefully planning, organising, and implementing learning activities to engage students, promote active participation, and enhance their understanding and retention of knowledge. These strategies may include various elements, such as effective lesson design, clear learning objectives, differentiated instruction, active learning techniques, formative and summative assessments, feedback, scaffolding, and the integration of technology. The selection and implementation of teaching strategies depend on factors such as the subject matter, the age and developmental level of the learners, their prior knowledge and experiences, and the learning environment. Effective teaching strategies not only facilitate the acquisition of knowledge and skills but also foster critical thinking, problem-solving abilities, creativity, and lifelong learning skills in students. They create a supportive and inclusive learning environment that caters to diverse learning styles and needs, promotes student engagement and motivation, and ultimately leads to meaningful and impactful learning experiences.

Teaching strategies for Arabic language instruction encompass a range of approaches that aim to enhance students' proficiency, comprehension, and cultural understanding. One commonly employed strategy is communicative language teaching (CLT), which focuses on meaningful communication and authentic language use. CLT emphasises interactive activities, such as role-playing, discussions, and real-life simulations, to promote language production and comprehension (Al-Saidat, 2016). Another strategy is task-based language teaching (TBLT), which engages students in purposeful tasks that require the use of Arabic language skills in realistic contexts. TBLT fosters language acquisition through problem-solving and collaboration (Abu-Rabia, 2011). Additionally, the use of technology, such as computer-assisted language learning (CALL), has gained prominence in Arabic language instruction. CALL integrates multimedia resources, interactive exercises, and online platforms to facilitate vocabulary acquisition, reading comprehension, and pronunciation skills (Al-Masri & Bataineh, 2017). Furthermore, the integration of cultural content and literature plays a crucial role in teaching Arabic. This includes exposing students to Arabic literature, poetry, and cultural practices to enhance

their cultural competence and deepen their language understanding (Al-Batal et al., 2019). By employing a combination of these teaching strategies, educators can create dynamic and engaging learning experiences that foster Arabic language proficiency and cultural appreciation. It is on this background that this study aimed at evaluating teaching strategies used by teachers in Arabic schools in Nasarawa State.

## 1.2 Statement of the Problem

In an ideal scenario, Arabic language teachers in selected Arabic schools in Nasarawa State should employ a comprehensive range of pedagogical strategies that foster an immersive and culturally enriching learning experience for their students. These strategies should be dynamic, adaptable, and culturally sensitive, aiming to facilitate not only language proficiency but also a deep understanding and appreciation of the Arabic culture. However, a pressing concern has arisen regarding the teaching strategies currently utilised by Arabic language teachers in these selected schools. It is not entirely clear whether the methods employed align with modern pedagogical theories and best practices in language education. Furthermore, there is an increasing need to adapt these strategies to the diverse and multicultural context of Nasarawa State.

Efforts have been made in the past to enhance the quality of Arabic language education. These measures have included occasional teacher training programmes, updates to the curriculum, and attempts to incorporate technology into the teaching process. Despite these initiatives, it remains uncertain whether they have effectively addressed the core issue of suboptimal teaching strategies. Evidence suggests that the problem of inadequate teaching strategies persists. Some students continue to encounter difficulties in their Arabic language learning journey, which could ultimately hinder their language proficiency and cultural integration. This persistent issue demands a closer examination of the strategies currently employed.

The consequences of ineffective teaching strategies extend beyond the classroom. Reduced student motivation, limited language proficiency, and a growing disconnect between Arabic language learners and the rich cultural heritage associated with the language have been observed. These effects can impact not only students' academic success but also their sense of identity and belonging within their cultural community. This research proposal aims to comprehensively assess the classroom teaching strategies employed by Arabic language teachers in selected Arabic schools in Nasarawa State. It seeks to determine the adequacy of these strategies and their cultural relevance in the unique linguistic and multicultural context of Nasarawa State. The ultimate goal is to improve student learning outcomes and promote a deeper understanding and appreciation of the

Arabic language and culture. While previous studies have explored aspects of Arabic language education, there is a noticeable gap in understanding the specific teaching strategies used by teachers in Arabic schools in Nasarawa State. Moreover, there is a dearth of research focusing on strategies that align with the multicultural context of Nasarawa State. This research will address this gap by providing valuable insights into effective teaching strategies tailored to the local environment.

Given the complexities of Arabic language education in the multicultural landscape of Nasarawa State, this research endeavours to contribute essential insights and practical recommendations. The objective is to enhance the quality of Arabic language education by identifying and promoting culturally sensitive and effective teaching strategies. By doing so, we aim to empower students to not only achieve linguistic proficiency but also to embrace the rich cultural heritage that the Arabic language embodies.

### 1.3 Purpose of the Study

The main purpose of this study is to evaluate the teaching strategies used by teachers in Arabic schools in Nasarawa State. Other specific objectives of the study are to:

- i. Identify the teaching strategies used by Arabic teachers in Arabic schools in Nasarawa State.
- ii. Evaluate the extent to which the teaching strategies employed by Arabic Teachers affects students' academic performance in the study area.
- iii. Examine the consequences of ineffective teaching strategies on student Academic Performance in the study area.

### 1.4 Research Questions

The following research questions are formulated to guide the researcher to achieve the research objective:

- i. What are the strategies employed by Arabic teachers in Arabic schools in Nasarawa State?
- ii. To what extent do the teaching strategies employ by Arabic Teachers Affect students' academic performance?
- iii. What are the consequences of ineffective teaching strategies on students' Academic performance?

### 1.5 Significance of the Study

The significance of this study cannot be underemphasized. The following are the significance of this study:

- This study will be useful for the general public as it will enlighten on how effect of teaching strategies on

Arabic students' academic performance by considering the factors that effective teaching and learning in Arabic in Nigeria.

- This research will also serve as a resource base to other scholars and researchers interested in carrying out further research in this field subsequently, if applied, it will go to an extent to provide new explanation to the topic.

## 2.0 LITERATURE REVIEW

The Arabic language, which is one of the academic disciplines offered in Nigerian tertiary institutions, is suffering from a number of serious problems that threaten its survival in the Nigerian educational system. These problems affect the standards of the graduates of these institutions, who are expected to train others upon graduation, and they lead to a drastic fall in the level of the learners' proficiency in the language. The Arabic language is a Semitic language that belongs to the Afro-Asiatic language family. It is one of the world's major languages, with over 420 million speakers across various regions, making it the fifth most widely spoken language globally. Arabic holds significant cultural and historical importance, as it is the liturgical language of Islam and the Quran, the holy book of Muslims (Azniwati et al., 2016). The language has a rich literary tradition dating back centuries, with influential works in fields such as poetry, philosophy, and science. Arabic has also had a profound impact on other languages, particularly in terms of vocabulary; many words related to mathematics, astronomy, and medicine originated from Arabic. The Arabic script, which is written from right to left, has been used to write several other languages, including Persian, Urdu, and Kurdish, further highlighting its influence. Moreover, the language has undergone various dialectal variations across different regions, such as Classical Arabic, Modern Standard Arabic, and numerous spoken dialects, reflecting the diverse cultural and geographical contexts in which it is used. Overall, the Arabic language is an integral part of the cultural heritage of the Arab world and has left an indelible mark on literature, science, and the linguistic landscape of numerous other languages.

The Arabic language holds immense importance on various levels, including cultural, religious, historical, and geopolitical significance. Culturally, Arabic is the language of a rich literary heritage that includes influential works of poetry, philosophy, and scientific advancements. It serves as a medium for preserving and transmitting Arab cultural traditions, customs, and values. Religiously, Arabic is the language of the Quran, the holy book of Islam, and is used in religious rituals, prayers, and sermons. Historically, Arabic has been instrumental in shaping the development of various fields, such as mathematics, astronomy, medicine, and literature. Geopolitically, Arabic is spoken in more than 20 countries spanning the Middle East and North Africa, and it is one of the official languages of international organisations such as the United Nations. It

plays a vital role in fostering communication, understanding, and collaboration within and across these regions. The importance of Arabic is aptly summarised by UNESCO, which states, "The Arabic language is a symbol of identity and cultural continuity for Arab states and Arabic-speaking populations worldwide" (UNESCO, 2021).

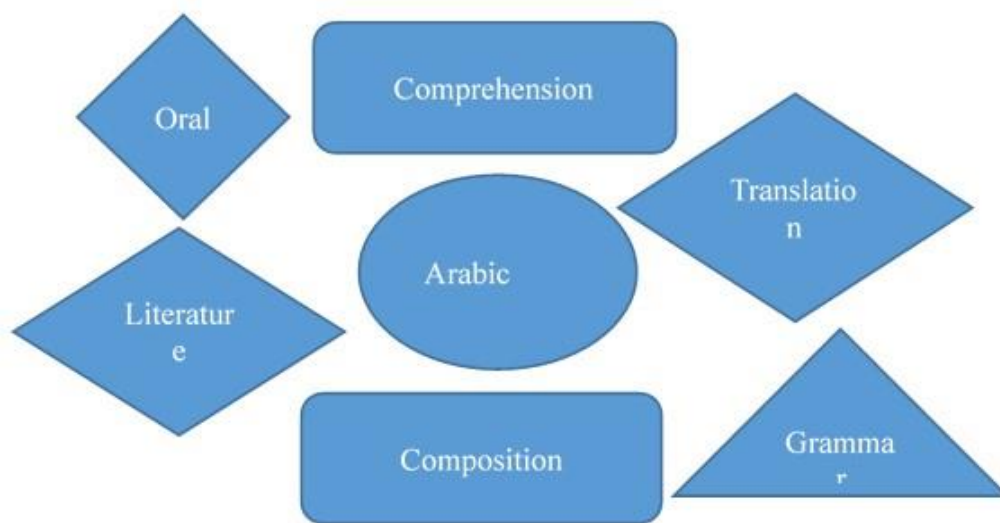
The teaching of Arabic in Nigerian secondary schools has gained significant attention and importance in recent years. Arabic is recognised as one of the major languages in Nigeria due to its historical and cultural significance, as well as its relevance for Islamic education. In many northern states of Nigeria, where Islam is predominant, Arabic is taught as a second language and is considered a core subject in Islamic schools. The Nigerian government has also made efforts to promote the teaching of Arabic in schools, recognising its importance in fostering religious and cultural understanding and national unity. However, the state of teaching Arabic in Nigerian secondary schools faces several challenges. Limited resources, including textbooks, instructional materials, and qualified teachers, pose obstacles to effective instruction. Inadequate infrastructure, such as classrooms and language laboratories, further hinders the teaching and learning process. Additionally, the

curriculum for teaching Arabic may vary across states, leading to inconsistencies in content and standards. Despite these challenges, various initiatives and organizations—such as the National Arabic Language Village and the Nigerian Arabic Teachers' Association—are working to improve the teaching of Arabic in Nigerian schools and enhance the professional development of Arabic teachers.

### Branches of Arabic Studies

Branches of Arabic are among the elective subjects in the Nigerian senior secondary schools (National Policy on Education: 2013). According to the West African Examination Council (WAEC) syllabus, Arabic is structured into six (6), namely:

- i. Comprehension
- ii. Translation
- iii. Grammar
- iv. Composition
- v. Literature
- vi. Oral.



**Fig. 1:** Branches of Arabic according to WAEC Syllabus, 2024

According to WAEC Syllabus (2024), the main objectives of teaching Arabic Studies in senior secondary schools in Nigeria is to apply Islamic teachings in daily life. Regrettably, it is observed that most of Islamic Studies teachers who are to play pivotal roles in inculcating Islamic teachings into students are not professionally qualified to teach the subject. It is important to stress that there is a need to strike a balance between what should

be taught and how it should be taught. Both inputs are strong factors in determining the quality of a teacher. In view of the above, it is important to evaluate methods of teaching Islamic Studies in senior secondary schools in order to unravel where the problem lies.

## Relevance of Arabic studies to Nigeria Educational System

The history of Arabic education in Nigeria is a fairly long one; its treatment here would either lead to a total digression from the main thrust of this study or cause it to be too wide. We shall, however, take a glance at its importance to West Africa as well as Nigeria and see why it needs to be encouraged and protected in Nigeria's educational system. Many centuries before the coming of the Europeans to West Africa, Arabic had brought its educational achievements as well as its rich literature to the West African environment. The impact of Arabic on native speakers of West African languages, such as Hausa, Fulfude (Fulani) and Yoruba, is reflected in the valuable works written by native West African authors in Arabic or native languages using the Arabic script. Many of these works form valuable source material for the reconstruction of African history (Malik, 2018).

Dike (2015) observed the significance of Arabic education, that "it had been a revelation to the whole world of scholarship to realise for the first time that Africa before the European penetration, so far from being a 'dark continent', was in fact a continent where the light of scholarship shone brightly, as the Arabic works being discovered bear testimony."

In Nigeria, the position which Arabic occupies varies from one group to another. While it is a first language (L1) of the Shuwa Arabs of Borno State, it is a second language (L2) for our local and modern Arabic learners and a third language (L3) for government school learners (Lawal, 1991).

## Objectives of Arabic Studies

The major objectives for studying Arabic in Nigeria have been identified as follows;

- i. Nigeria belongs to some international organizations where Arabic is a working language.
- ii. Nigeria shares political and socio-cultural affinity and aspirations with many Arabic speaking countries.
- iii. Nigeria can exchange experiences and ideas and, in fact, can benefit tremendously in the area of petro-chemical industry through interaction with the Arab countries which have recorded giant strides in the area.
- iv. Nigerian diplomats in the Arab countries require at least a working knowledge of Arabic to enable them interact meaningfully and smoothly with the host countries.
- v. It has been said repeatedly by notable Nigerian historians (Dike 2015) that to write an authentic African history many Arabic manuscripts in our archives should be utilized.

## Problems of Teaching Arabic Studies

- i. Government Attitude to Arabic Language Education

: The Federal Ministry of Education as well as the corresponding ministries in the states have not shown sufficient interest in the teaching of Arabic as a language, and have, therefore, not given any encouragement to its learning and teaching even though the country expands more and more her relations with Arabic-speaking countries. Arabic studies certainly need as much attention as French is being given. Admittedly, the role of French Government through the French embassy, in the propagation and encouragement of the teaching of the language is quite significant. Nevertheless, once the nation is convinced that a particular thing is in the best interest of its citizens, there is no point waiting for "good Samaritans" from any quarters, no matter what interests such donors have in the project (Yahaya, 2016).

ii. Lack of Instructional Materials: The relevance of teaching aids or instructional facilities in teaching Arabic cannot be underestimated. These include visual, oral and audio-visual materials. While some institutions are adequately equipped, there are others with nothing to show in terms of facilities.

iii. Poor Staffing of Arabic Units: As stated elsewhere, owing to the combination of Arabic with another disciplines in the same department as applicable in some of our institutions, the language suffers from poor staffing. Lecturers in this situation are not only over-burdened but frustrated. While taking the interest of the learners into consideration and still aiming to cope with the abnormally heavy load of courses and units per week for each lecturer, one may not expect such lecturers to be able to give their best. A lot needs to be done in respect of the staffing of the Arabic departments Nigerian tertiary institutions.

iv. Non-availability of Suitable Textbooks: Another serious problem confronting Arabic learning in Nigerian tertiary institutions is the non-availability of suitable textbooks.

The available ones are mostly of foreign (Arabian) authorship, written to teach Arabic in the first instance to the native speakers of the language. Such books are published in Egypt, Saudi Arabia, Iraq, and so on to teach Arabic to native speakers. The problem with such books is that they ignore the Nigerian Arabic learner's environment. When Nigerian learners of Arabic are taught with the help of such books, they become more familiar with the Arab environments and subsequently find it difficult to express the Nigerian ideas, environment and culture in Arabic. It is necessary that books to be used are graded in accordance with the learner's level. If they mean anything to students, these must also reflect their background and culture (Opeye, 1991).

v. Pronunciation problem: This problem is closely related to the absence of adequate instructional materials, as discussed earlier. There are certain letters in the Arabic

alphabet which create problems for both the teacher and the taught. Difficulties occur at the phonological level where certain Arabic sounds are not found in Nigerian languages. When a Nigerian learner of Arabic attempts to pronounce any of the sounds, two things emerge: first, there is the emergence of language idiosyncrasies, whereby the learner resorts to substituting some words which he cannot pronounce. Secondly, the meaning is adversely affected (and this is a direct result of the substitution). This is because whenever a given Arabic word has any of its sounds substituted, the word will either become meaningless or convey a meaning different from the intended one (Azeez, 1990).

vi. Teaching Arabic through English: Teaching the Arabic language through the medium of English is one of the problems noted in some of our tertiary institutions. This problem is a direct result of the poor academic background of the learners admitted to study the language. The overall consequence is the production of half-baked Arabic graduates. It is rampant nowadays to see not only NCE holders but also university graduates who cannot read and translate a simple Arabic passage fluently and correctly.

vii. Learners'/Parents' Attitude to Arabic: Due to the religious bias that people have against the language, some learners of Arabic feel ashamed to identify themselves as Arabic learners. The linguistic relationship between Arabic and Islam is noted as the root cause of this wrong notion. Furthermore, as a result of the various problems enumerated in this paper, some Arabic students tend to become frustrated. Their response is either dropping out of the course, which is common, or a display of lukewarm responses. In such a situation, much depends on the teachers. He should devise means of motivating the students and creating the interest for the language in them.

Some parents have their share, too, in their nonchalant attitude towards the progress their children make in Arabic studies. Many a time, students are not given adequate encouragement by their parents, who themselves may even be Arabic scholars. Students must be enthusiastic about learning a language and receive parental encouragement to become proficient (Al-Saidat, 2016).

viii. The Syllabus/Curriculum: The present National Commission for the College of Education (NCCE) syllabus for Arabic needs some amendments. It has been noted that Arabic syntactic complexity, its morphological structure, its orthographical patterns, its rhetorical attributes and elegant eloquence, its embracement of various kinds of knowledge of Arts and Science are all detrimental to the liking of lazy students. The NCCE syllabus could be reviewed to take this into consideration and be presented in a simple and attractive way to cater for the standard expected of College graduates in Arabic

Studies.

### Teaching strategies for Arabic Studies

Teaching strategy refers to the deliberate and systematic approaches employed by educators to facilitate effective learning and promote students' achievement of desired educational goals (Azniwati et al., 2016). It encompasses a range of instructional methods, techniques, and approaches that are tailored to the specific needs and characteristics of learners. Effective teaching strategies involve carefully planning, organising, and implementing learning activities to engage students, promote active participation, and enhance their understanding and retention of knowledge. These strategies may include various elements, such as effective lesson design, clear learning objectives, differentiated instruction, active learning techniques, formative and summative assessments, feedback, scaffolding, and the integration of technology (Adam and Adebisi, 2012). The selection and implementation of teaching strategies depend on factors such as the subject matter, the age and developmental level of the learners, their prior knowledge and experiences, and the learning environment. Effective teaching strategies not only facilitate the acquisition of knowledge and skills but also foster critical thinking, problem-solving abilities, creativity, and lifelong learning skills in students. They create a supportive and inclusive learning environment that caters to diverse learning styles and needs, promotes student engagement and motivation, and ultimately leads to meaningful and impactful learning experiences.

Teaching strategies for Arabic language instruction encompass a range of approaches that aim to enhance students' proficiency, comprehension, and cultural understanding. One commonly employed strategy is communicative language teaching (CLT), which focuses on meaningful communication and authentic language use. CLT emphasises interactive activities, such as role-playing, discussions, and real-life simulations, to promote language production and comprehension (Al-Saidat, 2016).

Another strategy is task-based language teaching (TBLT), which engages students in purposeful tasks that require the use of Arabic language skills in realistic contexts. TBLT fosters language acquisition through problem-solving and collaboration (Abu-Rabia, 2011). Additionally, the use of technology, such as computer-assisted language learning (CALL), has gained prominence in Arabic language instruction. CALL integrates multimedia resources, interactive exercises, and online platforms to facilitate vocabulary acquisition, reading comprehension, and pronunciation skills (Al-Masri & Bataineh, 2017). Furthermore, the integration of cultural content and literature plays a crucial role in teaching Arabic. This includes exposing students to Arabic literature, poetry, and cultural practices to enhance

their cultural competence and deepen their language understanding (Al-Batal et al., 2019). By employing a combination of these teaching strategies, educators can create dynamic and engaging learning experiences that foster Arabic language proficiency and cultural appreciation.

It is crucial to note that the ultimate goal of the Arabic program in Nigerian universities is to produce graduates who possess native-like language competence, as per the objectives set by the Nigerian Universities Commission. This program of instruction should result in high self-esteem, autonomy, and effective communication skills at the end of the training. Various teaching approaches exhibit separate strengths and weaknesses when applied in different contexts. A combination of strategies may also produce salutary results depending on aspects of second language learning involved. Thus, a clear demand on the pedagogical capacities of the Second Language (SL) teacher and, more importantly, his creativity and resourcefulness will be required. For instance, the Total Immersion Program, be it the effective or ineffective typology, has a high potential for yielding impressive outcomes. While the former involves slow communication with the teacher in the target language, the latter, in which the teacher speaks more rapidly, has the capacity to replicate the target language culture if properly implemented. However, the best immersion technique may be incapable of developing capacity for spontaneous oral communication in different domains and contexts (Hashim et al., 2014).

The learning environment has a crucial role to play in ensuring that the learning period is prolonged as much as possible beyond the time allotted for classroom interaction. However, there should be a paradigm shift in the field of Arabic teaching in order to become more student-centred, allow for more meaningful communication, and provide for more practical extra-linguistic skill building. The traditional present, practice, and produce (PPP) method of teaching Arabic has been replaced by communicative language teaching, and many studies reveal that task-based language teaching is an offshoot of communicative language teaching. Teacher-centered classes and structure-syllabus teaching are giving way to more student-centered, practical, and flexible approaches. Some other practitioners have adopted TBLT out of desire for a meaning-focused approach that reflected real-life language use. They believe that language needs to be transferred to real-world activities, and that is best accomplished by doing some of these activities in the classroom (Brown et al., 1989). In Arabic language learning contexts where students have little exposure to the target language outside the classroom, TBLT can be specifically helpful (Jeon & Hahn, 2006). Others, like Prabhu (1987), adopted tasks because they firmly believed that task-based interaction stimulated natural acquisition processes. There are special characteristics offered by the TBLT approach, as stated by Larsson (2001), when he

describes the advantages of TBLT. According to him, TBLT helps to:

- 1- Improve students' communicative skills.
- 2- Increase the general ability of social interaction.
- 3- Encourage students to gain deeper sense of understanding.
- 4- Activate student to be actively acquiring the knowledge and not be passive receivers.
- 5- Motivate students to learn in a way that the prospect of a final examination rarely manages to do.

### 3.0 RESEARCH METHODOLOGY

#### Population of the study

The population of the study comprises teachers and students in the selected secondary schools across the Nasarawa North senatorial zone. A total population sample of two hundred (200) respondents was used for the study. The respondents were randomly selected using a purposeful random sampling technique.

#### Method of data collection

Data for this study were collected from both primary and secondary sources. The primary data were obtained through the administration of a questionnaire and interviews. The data were collected through critical observation of methods of teaching Arabic Studies during the forty minutes of a class period in those two secondary schools. Many points were investigated, such as management of skills used in the class, teaching aids, appropriate methods for each topic, etc. Secondary data were collected through the use of libraries, research journals, books, newspapers and magazines, etc.

#### Sample and sampling techniques:

A multi-stage sampling technique was used to select the sample population. The sample comprises Arabic language teachers and students from Arabic schools located in Nasarawa State. The information was gathered using a questionnaire. Ten (10) respondents were chosen at random from twenty secondary schools in the Akwanga, Wamba, and Nasarawa Eggon government areas of Nasarawa State. This made a sample population of 200 respondents for the study.

#### Method of data analysis

In analysing the data, descriptive statistics, such as frequency counts and percentages, were used. The data

were analysed using the Statistical Package for Social Sciences (SPSS).

## RESULTS AND DISCUSSION

### Teaching strategies used by Arabic teachers in the study areas

The result in table 1 showed that the most common adaptive strategy is management of the classroom skills, e.g., introduction, use of chalkboard, reinforcement, with 92% of respondents adopting this method. This suggests that Arabic teachers are increasingly relying on the

management of classroom skills, e.g., introduction, use of a chalkboard, and reinforcement as teaching strategies. The finding also showed that the majority (85.5%) of teachers present the lesson step by step to respondents in the study area. This reflects a global trend of teachers adapting to using lesson plans during teaching and learning.

The study also revealed that 85% of the teachers use proper teaching aids, 81% use relevant teaching techniques in lessons, and 74.5% adopt the use of relevant assignments at the end of the lesson. These are possible because teachers are being supervised and regularly monitored by the school heads and ministry of education officers.

**Table 1:** Teaching Strategies Used by Arabic Teachers in the Study Areas

Teaching Strategy	Frequency (N = 200)	Percentage (%)
Proper use of Teaching Aids	170	85%
Competence in handling the subject	75	37.5%
Relevance of the adopted technique to lesson objectives	163	81.5%
Presentation of lesson step by step	171	85.5%
Management of the classroom skills, e.g. Introduction, use of chalk board, reinforcement	185	92%
Proper use of relevant and recommended textbooks on the subject	110	55%
Summarization of the lesson towards the end	160	80%
Use of Arabic where necessary	102	52.5%
Relevant assignment at the end of the lesson.	149	74.5

**Source:** Field Work, 2025

### 4.2 Impact of teaching Strategies use by Arabic Teachers on Students' Academic Performance

The result in Table 2 showed that a significant proportion of respondents (65%) believe that the use of teaching aids by Arabic teachers has a moderate impact on students' academic performance in the study area. This is consistent with findings by Qaasim et al. (2021), who argued that the Arabic teachers used only blackboards and chalk as teaching aids, even for teaching the Qur'anic recitation. The finding shows that there is a need for Arabic teachers to adopt teaching aids properly. For instance, the language laboratory is of crucial importance in teaching the Qur'anic recitation. The proper use of teaching aids enhances the inculcation of the lesson objectives into students, especially the practical aspects of Arabic studies.

Most respondents (40%) feel that the competence of the teachers in handling the subject has a moderate impact on their academic performance. The relevance of the adopted technique to lesson objectives is perceived

to have a moderate impact (39%) on students' performance. The result also revealed that only 39% of the teachers present teach lessons step by step, which negatively affects students' academic performance. The presentation of lessons step by step is a common challenge noted in Arabic studies, as Qaasim et al. (2021) pointed out that this enhances better understanding of the content. Presentation of a lesson needs the most suitable method that accommodates other short methods in explaining the complex concept in a lesson.

A significant portion of respondents (40%) indicated that management of the classroom skills, such as introduction, use of chalkboard, and reinforcement, has a moderate impact on students' performance. This points to the need for Arabic teachers to improve their classroom management skills. The results of the findings also showed that evaluation of the lesson towards the end of the lesson, while a significant proportion (56%) believed that summarisation of the lesson towards the end had a low impact on the students' academic performances. The results further revealed that proper use of relevant



and recommended textbooks, use of the Arabic language and giving of relevant assignments at the end of the

lesson have moderate impacts on students' academic performance, with 40%, 48% and 55%, respectively.

**Table 2:** Impact of teaching Strategies use by Arabic Teachers on Students' Academic Performance

Pedagogical Teaching Strategies	No Impact (1)	Low Impact (2)	Moderate Impact (3)	High Impact (4)	Total Responses (%)
Proper use of Teaching Aids	2%	26%	65%	7%	200 (100%)
Competence in handling the subject	10%	22%	40%	28%	200 (100%)
Relevance of the adopted technique to lesson objectives	16%	14%	36	34%	200(100%)
Presentation of lesson step by step	8%	25%	28%	39%	200 (100%)
Management of the classroom skills, e.g. Introduction, use of chalk board, reinforcement	15%	20%	40%	25%	200 (100%)
Evaluation of the lesson towards the end of the lesson	7%	15%	38%	40%	200(00%)
Proper use of relevant and recommended textbooks on the subject	12%	16%	40%	32%	200(100%)
Summarization of the lesson towards the end	56%	15%	19%	10%	200 (100%)
Use of Arabic where necessary	8%	13%	48%	31%	200 (100%)
Relevant assignment at the end of the lesson.	5%	11%	55%	39%	200(00%)

**Key:** (1 = No Impact, 2 = Low Impact, 3 = Moderate Impact, 4 = High Impact).

**Source:** Field Work, 2025

### 4.3 Challenges faced by Arabic Teachers in the study Area

The challenges of teaching/learning Arabic are presented in table 4.5 above. The result reveals that 70% of the respondents agreed that a lack of qualified and professional Arabic teachers is one of the challenges of teaching and learning Arabic in secondary schools in Nasarawa State, while 30% disagreed. 78% agreed that teachers of Arabic Studies are not adequately provided in most secondary schools, while 22% disagreed with that opinion.

66% of respondents agreed that there is a lack of adequate instructional materials for teaching Arabic studies, as well as a lack of motivation among teachers to properly pay their salaries and provide other welfare benefits.

75% agreed that the absence of refresher courses, such as seminars, symposiums, workshops, and so on for Islamic studies teachers, is among the problems of teaching Islamic studies, while 25% disagreed. Likewise, 66.5% of the respondents agreed that poor basic infrastructures, such as conducive learning environments, are among the problems of teaching Islamic studies, and 56% of the respondents agreed that lack of motivation of teachers in terms of proper payment of salaries and other welfare is also among the problems of teaching Islamic studies, and 44% disagreed. 50.5% of the respondents agreed that the absence of refresher courses, such as seminars, symposiums, workshops, and Arabic studies for Arabic studies teachers, is a major challenge for Arabic teachers in Arabic schools in Nasarawa State; 49.5% disagreed.

**Table 3:** Distribution of the respondents according to problems face by Arabic Teachers

VARIABLE	RESPONSES	
	YES	NO
Lack of adequate qualified and professional teachers for Arabic Studies	140 (70%)	60 (30%)
Absence of refresher course, such as seminars, symposium, workshops and for Arabic studies teachers.	101 (50.5%)	89 (49.5%)
Lack of motivation of teachers in term of proper payment of salaries and other welfare	112 (56%)	88 (44%)
There is frequent transfer of teachers from one school to another.	82 (41%)	108 (54%)
Most of the Arabic teachers lack method of teaching.	61 (30.5%)	139 (69.5%)
There are no adequate instructional materials for teaching Islamic studies.	132 (66%)	68 (34%)
Most of the teachers do not use the few available instructional materials effectively.	92 (46%)	128 (59%)
No basic infrastructures such as conducive learning environment, students	121 (60.5%)	79(39.5%)

**Source:** Field Work, 2025

## DISCUSSION OF THE FINDINGS

From the results of the analysis obtained, the majority (92%) of the respondents adopt management of the classroom skills, such as introduction, use of chalkboard, and reinforcement as teaching strategy. This suggests that Arabic teachers are increasingly relying on the management of classroom skills, e.g., introduction, use of a chalkboard, and reinforcement, as their teaching strategy in the study area. The finding also revealed that 85.5% of teachers present lessons step by step. This reflects a broader global trend of teachers adapting to using lesson plans during teaching and learning. The study also showed that 85% of the teachers use proper teaching aids, while 81% adopt relevant teaching techniques for lessons. This is possible because of regular monitoring and supervision by the school heads and state ministry of education officers.

The results obtained on the impact of teaching strategies on students' academic performance show a significant proportion of respondents (65%) believed that the use of teaching aids by Arabic teachers has a moderate impact on students' academic performance in the study area. This is consistent with findings by Qaasim et al. (2021), who argued that the Arabic teachers used only blackboards and chalk as teaching aids, even for teaching the Qur'anic recitation. The finding shows that

there is a need for Arabic teachers to adopt teaching aids properly. For instance, the language laboratory is of crucial importance in teaching the Qur'anic recitation. The proper use of teaching aids enhances the inculcation of the lesson objectives into students, especially the practical aspects of Arabic Studies. A significant proportion of respondents (39%) recognise that teachers do not present lessons step-by-step, which negatively affects students' academic performance. Therefore, the presentation of lessons step by step is a common challenge noted in Arabic studies, as Qaasim et al. (2021) pointed out, which enhances better understanding of the content. Presentation of a lesson needs the most suitable method that accommodates other short methods in explaining the complex concept in a lesson.

Furthermore, the results of the findings also revealed that 40% of the respondents said evaluation of the lesson towards the end of the lesson impacts the students' performance, while 56% believed that summarising the lesson towards the end has a low impact on the students' academic performances. It was revealed that proper use of relevant and recommended textbooks, use of the Arabic language and giving of relevant assignments at the end of the lesson have moderate impacts on students' academic performance, with 40%, 48% and 55%, respectively.

The majority of respondents cited a lack of qualified and professional Arabic teachers in the study area as a major challenge. 78% of the respondents cited a shortage of qualified and professional teachers for Arabic studies, while 66% concurred that inadequate instructional materials, inadequate salary payments, and other welfare issues hinder teachers' motivation. 66% of the respondents agreed that the absence of refresher courses, such as seminars, symposiums, and workshops for Arabic teachers, is one of the problems of teaching Islamic studies. Furthermore, 60.5% of those who answered said that one of the problems with teaching Islamic studies is that there aren't enough basic facilities, like places to learn, and 56% said that teachers aren't motivated because they aren't getting paid enough or getting other benefits. Another big problem, according to 46% of those who answered, is that Arabic teachers in Nasarawa State don't have enough refresher courses like seminars, symposiums, workshops, and Arabic studies.

## CONCLUSION

The study on the assessment of teaching strategies used by Arabic teachers in Nasarawa State reveals critical challenges faced by Arabic teachers, particularly in the Arabic schools. The findings suggest that the teaching strategy employed by teachers has a profound impact on students' academic success. These challenges are exacerbated by limited access to resources; ineffective instructional materials; conducive learning facilities; and competent teachers. Specifically, the study highlighted the poor attitudes of teachers towards employing effective teaching methods and techniques. These factors lead to a poor standard of education. As a result, the nation is faced with incompetency and unqualified graduates. Furthermore, the study identified the lack of motivation among teachers in terms of proper salary and welfare payments, as well as the absence of refresher courses such as seminars, symposiums, and workshops, as significant challenges in teaching Islamic studies. Poor basic infrastructures, such as conducive learning environments, are major challenges for Arabic teachers in Arabic schools in Nasarawa State. Additionally, there is a significant gender gap in access to education, with women disproportionately affected due to their limited access to free education and resources.

## RECOMMENDATIONS

In light of these findings, the study underscores the urgent need for improved educational support at the state and local levels, with a focus on enhancing teaching and learning through institutional and community-based adaptation strategies. Findings and recommendations based on the study objectives for both teachers and the Nasarawa State Government are proffered below:

### Recommendations for teachers:

- Relevance teaching strategies should be adopted to lesson
- There should be proper management of the classroom skills by teachers
- Teacher should endeavor to use only recommended textbook for Arabic Studies
- Arabic should also be used as a medium of instruction where necessary
- The lessons should be weakly presented step by step, evaluated and summarized towards the end of the class.
- There is need for prospective teachers to have thorough understanding of teaching strategies in order to facilitate students' learning and improve instruction in Arabic studies.

### Recommendations for Government:

- The government should invest in research to develop modern teaching strategies and methods suited to the local communities.
- Ensure proper monitoring and supervision of teachers
- Provide conducive learning environment for schools
- Motivate teachers by improving teachers' welfare and salaries
- Develop computer based teaching strategy

## REFERENCES

- Al-Badarneh, M. T., & Al-Faouri, R. (2015). The Effect of Multimedia on Teaching Arabic Language Skills. *International Journal of Instruction*, 8(1), 73-88.
- Al-Batal, M. (2018). Dialect integration in the Arabic foreign language curriculum. In M. Al-Batal (Ed.), *Arabic as one language*, (pp. 3-22). Washington DC: Georgetown University Press.
- Adeyemi, K.A, (2016). The Trend of Arabic and Islamic Education in Nigeria: Problems and Prospects", in *Open Journal of Modern Linguistics*, issue 6, pp.197-201, <http://dx.doi.org/10.4236/ojml.2016.63020>.
- Al-Ghamdi, A. M. (2016). Curriculum Development in Teaching Arabic as a Second Language: A Review of Literature. *International Education Studies*, 9(7), 1-9.
- Al-Harbi, M. (2016). Designing an Effective Curriculum for Teaching Arabic as a Second Language. *International Journal of Humanities and Social Science Research*, 6(1), 1-10.
- Al-Tamimi, A. H. (2015). The Effect of Visual Aids on the

Learning of Arabic Language in Primary and Secondary Schools. *International Journal of Education and Research*, 3(2), 479-490.

Azniwati A., Mohamed A. I., Mohammad H. S., Azlina M. N. (2016). Teaching Technique of Islamic Studies in Higher Learning Institutions for Non-Arabic Speakers: Experience of Faculty of Quranic and Sunnah Studies and Tamhidi Centre, Universiti Sains Islam Malaysia. *Universal Journal of Educational Research* 4(4): 755-760.

Bello A. B. (2001) *Zamfara State Hand Book*, Zamfara State Ministry of Information.

Bidmus M.A. (1991). "In Quest of Methodology of teaching Arabic in Nigeria". *Arabic and Islamic Studies in Nigerian Schools: Challenges of 6-3-3-4 Educational System*. p.5. Sebiotimo Press, Ijebu-Ode.

Belnap, R. K. (2006). A profile of students of Arabic in US universities. In K. M. Wahba, Z. A. Taha, L. England (Eds.), *Handbook for Arabic Language Teaching Professionals in the 21st Century* (pp. 169-177). New Jersey: Lawrence Erlbaum Associates Publishers.

Busari J. M., (2018). Problems and Prospects of Teaching and Learning Islamic Studies in Primary and Post-Primary Schools in Nigeria: An Overview. *International Journal of Scientific and Research Publications*, Volume 8, Issue 3, March. <http://dx.doi.org/10.29322/IJSRP.8.3.2018.p7534>  
[www.ijssrp.org](http://www.ijssrp.org)

Qaasim Badmusi Saheed Biodun, (2021). "Evaluation of Methods of Teaching Arabic and Islamic Studies Among Senior Secondary Schools In Zamfara Central Senatorial Zone." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 11(2), (2021): pp. 36-43

Federal Republic of Nigeria, (2013). *National Policy on Education*. NERDC Press, Yaba-Lagos- Nigeria. 6th Edition.

Khaled, A. (2011) *Education and Methods of Teaching in Islam in the Era of Az-Zarnooji, Al-Majama'*, Vol. 3&4, pg.: 23-60.

Lawal, I.A (1991). *The Teaching of Arabic Literature and*

*Grammar Under the New System of Education (6334), Arabic and Islamic Studies in Nigerian Schools Challenges of 6-3-3-4 Educational System*. p.21. Sebiotimo Press, Ijebu-Ode.

Malik S.H.A(1980). *Towards the Improvement of the Teaching of Arabic as a Foreign Language*, Al-Fikr. Vol. 1, No 1, p.32.

Nigerian Educational Research and Development Council Curriculum Review of 1984.

Nash, A. (2010). Critical issues of Arabic learning and teaching, an interview with Michael Cooperson. *Issues in Applied Linguistics*, 18(1).

Opeloye, M.O and Salisu, T.M, (2015). Research and Publication in Arabic and Islamic Studies: Challenges to the Scholars of Tertiary Institutions", in Allah : *Journal of Arabic and Islamic Studies*, Vol.5, No2, July, 2015, p.238, a Publication of Department of Arabic and Islamic Studies, University of Maiduguri, Nigeria.

The American Council on the Teaching of Foreign Languages. (2012). ACTFL proficiency guidelines 2012. Retrieved from [www.actfl.com](http://www.actfl.com)

Umar, E.M, Umar F.M, Okonkwo, U.M and Salawu, I.O (2004). *Professionalism in Teaching*, Lagos, University Press, p.36, a recommended Students' Course Materials for Post Graduate Students of Education at National Open University of Nigeria

Umoh, A.M, (2006). *Basic psychology of human learning*, University of Uyo, Uyo, Nigeria MEF (Nig). WAEC syllabus. [www.edungr.com](http://www.edungr.com)

Wan Noor H. J. and Kamaruzaman J. (2009), Using Multimedia in Teaching Islamic Studies, *Journal Media and Communication Studies*, Vol. 1(5) pp. 086-094. <http://www.academicjournal.org/jmcs>.

Yahaya M.T (1987). "The Potentialities of a Language of Scripture in the Development of a Nation: The Case of Arabic in Nigeria". Paper presented at the Conference on Religions and Development, 27-30 Sept. 1987, University of Ilorin, p. 11.