Chapter VII

CONCLUSION

A. SUMMARY OF FINDINGS

I. Relative difficulty of different areas in the language: Diagnostic test results

1. Among the two items given under conjugation - Thādrā, Ra'ā, the verb "Tulūṭī masīd" is comparatively easy. But when this type of verb, in conjugation, is changed into "Mu'tall-Ra'ā" the D.I. comes down. It reveals that the different types of conjugational changes such as "masīDAT and mu'talls" are beyond the standard of pupils.

2. Among the four items given under word order, only the transformation from noun to verb, past tense, noun subject, conjunctive to objective, were simple for pupils. When
additions of directive pronouns, phrases, indirect-objects, relative particle, complementary particle etc. are introduced, the difficulty indices show a sudden drop. Thus it is seen that, even in word order, pupils have not entered beyond the basic stage. This may be due to lack of exercises. It can be made easy to pupils, by giving more examples or by drilling structures.

3. Identification of subject is easier to pupils. More items were not included in this test because it is quite common and an easy item for everyone. The subjects can be recognised in Arabic language from its vowel sound—declension—the subject almost occurs in nominative case. (ḥalat-ul-Rafa‘i).

4. Correction of sentence is easy to pupils.

5. Paraphrasing is one among the difficult areas to pupils. Two items were given for paraphrasing. One item, Ḥal-present perfect tense—is comparatively easy. When the same item was given in another form—tamīz—the D.I. goes down. Paraphrasing is most important, and unless the pupils know the meaning of the sentence, paraphrasing cannot be successfully attempted.

6. Prepositions are a very difficult area for which the D.I. goes down when asked to fill in. This needs more exercises.
7. **Interrogatives** are not a difficult area for pupils. Different interrogative words are being used in different types of sentences. The most difficult item in this group was to frame an interrogative sentence. The word of interrogative for human beings (السعود --- "Man") occupies ninth rank among the other areas.

8. **Adjectives** are a very difficult area. Identification of different adjectives from compound and simple sentences were asked. The adjective phrase (man'ū't) was comparatively easy, which has secured the D.I. of 0.21. Na'at was the difficult area in which pupils failed to recognize it in a sentence.

9. **Objects** are not an easy area for pupils. "Maf'ūlun-bihi" (object) was very difficult for pupils. But conversion of certain type of verbs into the form of other type of objects—derived from the trileteral verbs—"Iṣṭaḥsana, qatala, "Mala'a"—were comparatively easy. But its rank order falls to 18 which shows that the pupils have not reached beyond the required standard of conjugation.

10. ** Parsing:** Parsing is a difficult area. To recognize the subject which was a noun of 'maqsūra' (Mūsa) was too difficult than 'Inna'. Parsing is seen beyond the standard of pupils.
11. **Participles:** Participles come in the middle in the order of difficulty. Conversion with slight modification of the root was comparatively easy. But there is drop when conversions from oblique roots were tested.

12. **Plurals:** The area of plurals is one of the easiest for pupils. But the recognition of a strange plural in a compound sentence poses difficulty.

13. **Pronouns:** The area of pronouns is not easy for pupils. Relative pronoun (DI 0.10) was the most difficult for them. The recognition item of pronoun was somewhat easy. But conversion of a common noun to directive pronoun and filling item of feminine third person (plural) "hunna" were difficult. The same word of feminine third person (plural) was easy when it was presented in the recognition item and its DI occupies a high rank (DI 52).

14. **Verbs** are a difficult area. Different types of verbs, present difficulties in various forms. Among the different types of verbs the most difficult item is weak verbs. The scores for this type of questions come to the lowest count. The form of interdiction and "Awzānu-l-Af'al" (أَوْزَنَ اللَّفْلَف) are easiest items but when imperative moods are presented a sudden drop is revealed. In the imperative moods the weak verbs are most difficult items.
Transitive and intransitive verbs are comparatively easy items, but when the sound verb (Ṣālim) and hamsated verb (Mahrūm) are presented, the DI comes down in the item of "Mahrūm" alone. In short the conjugation is beyond the comprehensive standard of pupils.

15. **Nouns** are relatively easy area for pupils. It stands 8th in the rank order among the different areas. Even though satisfactory scores are achieved by pupils, some difficulties are seen when proper nouns were presented. And also the difficulties were seen in the proper noun feminine gender dual (الثانية) (it is common for feminine and masculine genders and difference is shown only in discriminative usages). Proper noun masculine is comparatively easier than feminine gender. The directive nouns are easiest items but noun closet (الخانة) generally is comparatively difficult than Directive nouns (الخانة).

16. **Auxiliaries** are generally not a difficult area. But the score achieved for the item is not satisfactory (DI 42).

17. **Declensions** are the easy area having sixth rank in the rank order. Even though it has a satisfactory score, certain areas present difficulties. Particles of preposition are the easiest items (DI 54) but difficulty is observed in subject of the passive verb i.e. conjunctive, conjunction, adjective, and object. These difficulties show that the pupils are unaware of the different portions of Arabic grammar.
18. **Adverbs** are not a difficult area for pupils.

19. **Genders** are an easy area for pupils. There is not much differences between the D.Is. of the sub-items.

20. **Numerals** are a very difficult area. Fractions are most difficult items among the numerals. The practice of using of Arabic numerals is less in the Arabic classes and it has been avoided even in the taking of numbers of pupils.

21. **Application of numerals** are peculiar in Arabic language. Such application is not an easy area for pupils. 'A'dād-ul-mufrad-li-l-muḍakkari wa-l-mu'nnaṭi are more difficult than other numbers. "A'dād-al-Maṭūf" (lil-muḍakkari wa-l-Mu'nnaṭi) "Wal murakkab" are comparatively easy. The numerals which are common for feminine and masculine gender are most easy.

22. **Re-construction of sentence** is a difficult area which indicate that the pupils are beyond the standard of Arabic grammar. Usage of astonishment, (نايماً) interjection (نايماً) and exclusion (نايماً) are the most difficult items.

23. **Tense** is the easiest area of all; mostly all questions in the recognition types are seen to be easy. In this item too, the pupils might have achieved scores by their guessing, because the same item has been asked in the test
given to them in recognition type question. In the group of paraphrasing the tense is seen to be difficult, with the lowest score.

II. Results of treatment of certain areas in the diagnostic test

(a) Comprehension is somewhere in the middle in the order of difficulty. But certain items such as phrases some particles, etc. show difficulties.

(b) Translation is comparatively a difficult area. Among the translation items, translation from Malayalam to Arabic is a very difficult area. The major difficulties have occurred in the translation of certain structures, tenses, phrases and adjectives. Structural words and non-structural words are also difficult.

(c) The expression items (use in sentences) are very difficult to pupils. This is because of lack of adequate drill in the language. The usage of phrases are too difficult.

III. Results of Analysis of Errors in spelling

The major mistakes of 515 pupils in spelling are:

(1) substitution (No. of mistakes: 1748); (2) Addition (1901)
(3) Omission (4400); (4) Disjunction (2030); (5) Conjunctives (1338); (6) Product errors.
The mistakes under substitution are of the following
categories (a) substitution of a vowel by another vowel (131)
substitution of consonants implied in writing (i) substitu-
tion of a letter by a letter of the same group (1276); (ii)
substitution between groups (472). The substitution of
consonants are more frequent than those of vowels. Among the
substitution of consonants itself, substitution of a letter
by another letter of the same group tends to occur more
frequently than substitution between groups. The occurrence
of letters in the same group may be due to similar pronuncia-
tions—which could not be identified by the pupils at the time
of instruction. There are a number of letters in Arabic
language, pronounced with very slight differences in the same
group. For instance there are six letters in the group of
aspirated consonants ( ) which are uttered
with almost similar pronunciations. To avoid such mistakes
sufficient drilling is necessary. Besides, some letters in
Arabic language are entirely different from letters of
Dravidian languages.

Substitution of letters in the same group by aspirated
voiceless plosive to aspirated voiced explosive (200) and the
substitution of the aspirated voiced plosive by aspirated
voiceless plosive (163) are the most frequent occurrences.
Substitution of the unaspirated voiceless plosive by unaspira-
ted voiced plosive (142) is comparatively lesser than the
substitution of the unaspirated voiced plosive by the unaspirated voiceless plosives (139). Substitution within the group occurs mostly due to similarity in form and similarity in sound. Substitution due to similarity in form (478) is significantly numerous than the substitution due to similarity in sound (154).

Under additions of letters too—either letter particles or other letters—pupils commit more mistakes. Addition of letter particles (118) are more than addition of letters (89). Similarly under omission of letters, omission of letters and consonants, (189) there are more omissions than of letter particles (157). Under disjunction, the mistakes due to splitting conjuncts (194) are more than separating parts of letters (80). Mistakes due to the influence of Malayalam is also in a considerable number (36).

Under product errors the following types of mistakes occur: (a) leaving the required curved part (74); (b) Addition of curved part not required (96); (c) leaving the required strokes (110); (d) mistake due to the joining of curved part to the stem part (52); (e) joining the stem part not required (111); (f) elongating the curved part unnecessarily (84); (g) shortening or lengthening the stem part (63); (h) whole letters written wrongly (107) and mirror image (34).

It was also seen in the analysis of product errors and observation, that most pupils do not know correctly, the process of writing letters.
IV. Personal factors and home conditions

Large number of school children suffer from different kinds of diseases. Nearly 9.5% of the pupils enjoy good health, while the others (90.5%) suffer from one or more diseases, there being headache, dental disease, defective eyesight, tonsilitis, hearing deficiencies, stomach pain etc.

About forty per cent of the pupils have no facilities like table, chair, and bench; and about 50 per cent of the pupils have no electric lights in their houses. The pupils who do not have such facilities are seen inferior in achievement.

More than fifty per cent of the pupils have no separate study rooms. The pupils who study in separate rooms are found superior to others in achievements.

No sex difference is seen in the matter of disturbances in the place of study. A few pupils earn by working (12.53%). There is no wider sex difference in this regard (boys 13.76%, and girls 11.31%), pupils who earn by working stated that the reason for earning was to meet their daily expenses—and some others for the help of their parents (5.03%).

70.66% pupils help their parents in their domestic duties. Girl students are seen significantly superior to boys. They tend to assist their mothers in household duties.
Only very few pupils help their parents in the official duties (8.92%).

According to the nature of profession taken by the parents, environments of the pupils have found some influences in achievement. It contributes more than the literacy of the parents, and the pupils, whose mothers or fathers are working as teacher or doing some other work connected with education, are found superior to others. The children from the family of Government servants predominantly achieve in Arabic education. Children from the family of a businessman are found inferior in achievement and the pass rate goes down to 19.26% level.

The long absence of the students tends to affect achievement.

23.3% of pupils say that there are frequent quarrels at home. No significant sex difference is seen in this regard.

27.66% of pupils say that, they day dream. Here also no significant sex difference is observed.

While reading 41.16% pupils sleep. Significant sex difference is not found in this aspect too.

34.5% of pupils say that their relatives are working abroad in Arab-gulf countries. Even so no influence is seen in achievements in those pupils.
27.5% pupils listen to the Arab programmes i.e. broadcast. The pupils who listen to such programmes are found superior to others. No significant sex difference is found in this regard.

No pupil go for special tuition in Arabic. But 42% of the pupils go to Madrasas for theological studies. This study is seen to influence achievements. Girl students are superior to boys in Madrasa learning, so also they are superior in achievement.

Mothers' illiteracy as is found in 24% of the pupils, contribute to backwardness in achievement.

In Arabic learning regionally north zone is seen superior to all other zones which may be due to its Madrasa facilities in those places. South Zone comes next and Central Zone is found inferior of all.

Girls are seen superior to boys in achievement.

V. Administrative conditions

Government schools are seen superior to private schools. Among private schools there are best and poor schools in result.

A large number of teachers are of opinion that the periods allotted for Arabic teaching are not sufficient. All these teachers say that there should be at least five
periods in a week for teaching Arabic. For the teaching of Arabic in high schools, now the government had allowed five periods in a week in the schools where there are conveniences to divert one period from "c" group—Drawing, Drill, Music etc.—and it is not common in every school. More than seventy five per cent of pupils are of opinion that the periods are not sufficient for teaching Arabic.

A good number of pupils say that all the periods allotted for Arabic teaching are used for teaching of Arabic.

The work load of Arabic teachers does not appear to be high (mean 24 periods). If the time taken to correct the written works, such as transcription and translation work are taken into account, the work load may be high.

Most of the teachers prepare weekly lesson plans.

VI. Attitudinal factors

Cent per cent of the pupils say that, they like learning Arabic. For their interest in study, the pupils give one more reason. The major reason is that it is a religious language. Expectation of job opportunities in Arab-gulf countries is also a reason for learning Arabic as stated by 45.56% of male students. Girl students did not respond to this question.
Teachers' opinion is also weighted on religious language when considering the teachers' ratings about the interest of pupils in learning Arabic. The other important reasons stated by the pupils were "have learned Arabic from Madrasa"; "the learning from schools is continuous" and "the desire for learning a new language".

The pupils who learn Arabic have experienced that the government has not given importance for the learning of Arabic. The other reasons showed by the teachers are "unfavourable attitude of other teachers" (other than teaching Arabic) and "Arabic is not given importance while allotting periods".

A vast majority of teachers say (76%) that the pupils are aware of all the benefits of learning Arabic. Among the benefits which the pupils are aware of, the foremost are the ability to exchange ideas and to understand the meaning of Qur'an and Hadith.

According to teachers only a few parents discourage learning Arabic and the foremost reason for this, is that it will hinder the ability to read and write Malayalam. The group which is subjected to this discouragement was inferior to the non-discouraged group.

According to pupils 21.33% of their parents discourage learning Arabic. The foremost reason is changing the division of pupils for the convenience of work arrangements.
Another reason is that the ability to use Malayalam language will be weakened.

VII. Books and Appliances

In the opinion of teachers the text books used in the schools are satisfactory. The text book involve plenty of exercises, grammar lessons, interesting lessons and grading in usages.

The draw-backs stated by teachers are the usage of uncommon structures, and lack of the usage of colloquial Arabic.

The pictures provided in the text books are mostly improper and unnecessary. The letters in the text books are sufficiently big.

Among the different aids and appliances, a few teachers make aids by themselves; (33.33% of teachers in government schools and 37.5% of teachers in private schools). Some other teachers (29.17%) answered negatively, whereas the remaining did not respond. Most of the schools have other aids such as maps, library books, black board, and different kind of pictures. Even so these aids are not being used properly by all teachers. Film strips, tape-recorder and film projector are available in very few schools.
VIII. Evaluation

The new evaluation approach is welcomed by most of the teachers, while a small number say it is unsuitable for teaching language. Among the merits of the new approach, teachers say answering and valuation are easy. Similarly it is easy to get good marks.

One of the demerits is that inability will result in fluency of the language and essay writing. Other demerits pointed but are inefficiency in the usage of structures and unexpected failure.

The teachers are evaluating the learning outcomes properly at the end of each unit. But observation it is seen that the response was overestimate of the truth.

88% of teachers analyse the mistakes of pupils diagnostically. More methods are adopted by the teachers to analyse the mistakes. Remedial teaching for difficult areas, more written works, more example and exercises are given for backward pupils. Practically these methods are not used by all the teachers who responded positively and it is seen in observation that it was also overestimate of the truth.

52% of teachers say that they keep charts, records etc. of the progress of pupils. Among them 4% say that they use them to encourage those who progress while 28% of them prepare progress charts and 12% show them to the parents.
IX. Methodological factors: General

Only a few teachers adopt modern teaching techniques to avoid backwardness of pupils, and so the backward pupils generally continue to remain backward.

Language games are conducted by 36% of government, and 12% of private school teachers. Dramatization and conversation are conducted by government (40%) and private (12%) school teachers. These techniques are more attempted by government school teachers than private school teachers.

As regards class room climate in which pupils' mistakes are received, almost all the teachers report that pupils laugh at the mistakes of others. To prevent this, some teachers advise pupils not to do so and some teachers say it is quite natural. More than fifty per cent of the pupils have stated that they do not answer the questions of the Arabic teacher boldly fearing punishment from teachers.

The majority of the teachers report that they give home assignments and also that they value and correct them. But it is observed that greater portion of the home assignments are unvalued and uncorrected. Some teachers allow pupils to correct each other's assignments.

60% of teachers give impositions, for the portions of large scale mistakes and the portions which are generally to learn by heart. Impositions are given for memorization of poems.
88% of teachers encourage learning by heart. The main types of portions given for memorization are poems, questions and answers (given by teachers) and particular portion of lessons from text books.

More than half of the teachers (52%) say that they do revise lessons once taught.

Most of the teachers teach grammar by correlating it with the textual lessons. Some teachers rarely conduct grammar classes.

X. Methodological factors in relation to the basic skills of language

In learning a language, acquiring the four-fold abilities are seen more suitable. The teachers give in this regard, more importance to listening than to speaking and reading. Writing comes last. In evaluating the four fold skills in the class, understanding spoken Arabic is given more importance than speaking Arabic, and understanding written Arabic is given more importance than writing Arabic.

1) Listening

As listening is very important in language learning, teachers adopt different methods to make pupils listen to spoken Arabic. 76% of the teachers sing Arabic songs and 49% persuade to listen to Arabic programmes through radio.
Again 40 per cent tell Arabic stories and 24% read the portion of lessons again and again. Teachers adopt more than one method to make pupils listen to spoken Arabic.

It is seen that teachers do not give equal importance for reading, writing, and speaking. But the prime importance is given for listening. Hence pupils are not able to develop the ability in oral and written expressions in the language. More importance should be given to speaking. Since the primary use of the language is for intercommunication.

No teacher speaks Malayalam always in the Arabic class. 28% sometimes speak Malayalam and 64% use Malayalam very little in the Arabic class. The main purpose for which Malayalam is used in the class is to speak matters not related to the lessons and to compare grammar and structures. To give instructions, to present lessons, to teach difficult words or structures, to tell summaries, to translate each structure and to scold children, Malayalam is used by teachers in the class. If the said situations as far as possible are created in an Arabic environment, listening to Arabic could be developed.

72% of the teachers expect that pupils should understand all the words they speak. So the teachers use Malayalam. In this circumstance direct method is more suitable.
Among the mistakes in comprehending spoken Arabic according to pupils, the most important is that pupils cannot comprehend if Arabic is spoken with typical Arabic accent (56.63%). 44.55% say that they cannot understand the words which have different meanings. In misunderstanding words, which have different meanings boys significantly exceed girls. The exact phonetic of the language (typical phonetic) makes it difficult for 37.04% of pupils.

According to 60% of the teachers, pupils do not comprehend if spoken with correct phonetics of Arabic.

In order to make pupils understand better the method of speaking Arabic word by word is adopted by cent per cent of the teachers.

(ii) Speaking

Very little time is given in Arabic class for each pupil to speak Arabic. The time given for all the pupils in a class altogether ranges from 5 to 20 minutes (20 minutes given by 9.7%, 15 minutes given by 15.3%, 10 minutes given by 50% and 5 minutes given by 25% teachers). 57% of pupils try to speak Arabic but 32.84% of them have not succeeded in speaking Arabic. The reasons why pupils cannot succeed are inadequate training and they cannot frame sentences using apt words (69.71%). Boys predominantly exceed girls
in their attempt to speak but in the test administered, girls scored better than boys. It shows that the non oral practices gave boys experience to achieve this skill. The other reasons are (1) pupils do not get proper Arabic words (60.32%); (2) forgetfulness (60.6%); (3) use Malayalam words unknowingly (58.72%); (4) occurrence of grammatical mistakes (52.41%); (5) fear of mistakes (49.18%); (6) non-availability of good occasions (27.67%); (7) and teasing of friends (9.98). No significant sex difference in all these reasons is seen.

No pupil thinks he has the ability to speak Arabic fluently.

In the estimate of teachers the mistakes in grammar is the most important one, among the mistakes of pupils in spoken Arabic. The other mistakes are using Malayalam—usages, Malayalamized pronunciation, inability to get proper words and inability to speak Arabic.

(iii) Reading

Reading is a very important item in the learning of languages. Teachers adopt different methods to make the pupils proficient in this field. Reading can be done either from text books, black board, or flash cards. Among these methods reading from text books is foremost (WS 128). The
next is reading from black board (WS 92). The use of flash cards has least importance (WS 76).

In the beginning classes, understanding articulation of sounds, and reading are encouraged by majority of the teachers. In teaching reading, the pupils should be taught to perceive the whole word and than only their attention should be drawn to the details. Here the teachers adopt a wrong method. The sounds of articulation are to be taught, in the teaching of each letter. Understanding pronunciation ( ) reading after understanding the whole form of the word, recognizing sentence by sentence, reading recognizing each letter etc. are given importance. The irregular procedure in the teaching of reading contributes to backwardness in achievement.

Teachers mostly begin lessons by reading the text books and with a preface. Play way method and some oral works are adopted by some teachers.

In reading, teachers mostly stress the aspect of pronouncing each letter clearly. More attention is given for articulation of sounds, pronouncing of declensions ( ) proper flow typical for Arabic language and to a lesser extent to speed in reading.
In loud reading according to teachers, reading without comprehension is the most important mistake. The subsequent mistakes are stopping wrongly where it is unnecessary, lack of knowledge of correct articulation, lack of knowledge of fullstops, repetition of the same word, slowness in reading, pausing and stopping unnecessarily, making mistakes in declensions, reading hurriedly, reading with Malayalam style, reading with Malayalam pronunciation and lack of knowledge of letters.

The mistakes in reading are a lot, and this drawback completely affects the achievement in Arabic. If the teaching of reading is maintained in a regular manner, this fault can be rectified.

In silent reading moving the lips is the major defect, in the opinion of teachers. Other defects are loud (in silent) reading, turning the pages many times, reading without comprehension, moving the head instead of moving the eyes, day dreaming, looking out through the window, appearing disturbed while reading, and re-reading the portions already read etc. Many teachers say that they give special training to distinguish between the letters having similarity. In the analysis of product errors it is seen that the pupils committed many mistakes, and in the matter of the words which bear letters of similar forms are also found many mistakes. Hence the response of teachers
can be presumed to be an overestimate of truth. In Arabic language the alphabets include six groups due to its similarity, but this can only be recognized by its minor alteration. So the letters having similarity in form should be taught to the pupils carefully. Those mistakes contribute to backwardness in achievement.

According to pupils' responses, 24.44% of them write Arabic words in the text books in Malayalam script in order to make it easy in reading. This unsuitable method is not at all easy because the phonetics of Arabic language is essentially different from the phonetics of Dravidian Languages. This false method contributes to backwardness in reading and spelling. Boys adopt this method to a smaller extent than girls. About 50% of teachers give group reading in upper classes. Loud reading is also given to the pupils by a considerable percentage of teachers.

About one third of the teachers say that, they select separate lessons for reading and they even select and give books for pupils to read. But results show that pupils are not influenced by such reading. A few teachers state that they watch whether the pupils read the books given to them.

(iv) Writing

Teachers have stated that they adopt different methods to improve handwriting. But observation and analysis of errors of pupils revealed that the responses by the
teachers are overestimates of their activities. Again the teachers have stated that they (92%) gave dictations to the pupils.

B. RECOMMENDATIONS

The students learning Arabic have not reached a satisfactory standard. The inability of pupils in the different phases of application shows that teaching is not effective. Hence the methods adopted by teachers in teaching Arabic needs a review. For the teaching of Arabic, direct method is suitable.

Educationists have suggested a number of methods for the effective teaching of language. In-service courses, educational seminars and conferences provide occasions for teachers to understand such approaches and they will be able to apply them in their career and best fruits will be produced. Hence teachers' complex, periodical meetings, and other educational conferences, workshops etc. should be organized for the fulfilment of this aim. These occasions help the teachers to exchange experiences mutually. The discussions in the meetings will help to solve difficult problems and learn new lessons from one another.

In the modern world we witness several developments in every field of science, technology, education, etc. In
the field of education too rapid growth has been effected by research works and other benefits of modern scientific inventions. The teaching of Arabic should also be improved according to the modern teaching techniques and experiments. The changing situations must be studied carefully by the teachers and must raise the standard of teaching through the development of science and technology.

Remedial measures should be adopted to remove backwardness of pupils. It would be worthwhile to understand the backwardness of pupils and to classify them according to their difficulties.

Teachers should evaluate the results of their pupils through monthly tests, and analyse the progress and regress of each pupil. The difficulties can be studied easily and the backward pupils should be given adequate remedial instructions for their progress. Grouping and giving separate seats for these pupils to give them remedial instructions will be useful.

Teachers should be aware of the current problems so as to clear doubts, and must be prepared in the class. Unless the teacher is prepared for his class, the class will not be interesting and the command over pupils would be inadequate and will lead to indiscipline among pupils. Pupils hate to be present in disinteresting classes. To avoid all these situations in the class the teacher must be prepared and
work sincerely. Then the teaching will be effective and contribute to the best fruits in achievement.

Derision of pupils in the class affects adversely. All expect respect from others. Most of the teachers adopt derision of pupils as a method to tease the pupils for their poor response. Similarly severe punishment also disheartens the pupils. These practices should not be adopted any way.

Encouragements for better activities are seen useful to develop one’s capacity. By way of giving honours or giving place—change of seats to first bench or first row—preparing rank lists, or giving leadership, are seen to be encouraging pupils to do their duties sincerely. In the matter of educational achievement these methods are useful to make teachers progress in their career also.

Pupils who try to speak Arabic fail in large number, because they do not get proper words and also they lack ability in sentence construction. This can be overcome by giving adequate drilling or other oral work. Teachers should pay immediate attention to give oral work, and more time may be allowed in the class for the pupils to speak. Conversational lessons and dramatization can enable pupils to be proficient in conversation.

The exercises given in the texts are good and these exercises should be worked out to get experience in the
language. Most of the teachers omit this useful part, saying that there is no adequate time to work out such exercises. So at least five periods per week should be allotted for teaching Arabic in secondary schools. In the text books the number of new words in each lesson must be limited.

Certain lessons given in the present text books are disinteresting. Almost all the poems in all the text books from second to tenth standard seem to be anonymous. The names of the poets are not given under the poems. In the former text books the names of the poets were given properly. So the selection procedures of prose and poetry lessons for the text books may be appraised. Lessons may be carefully edited, giving importance to eminent writers and poets. The lessons must have a moderate standard considering the situation and mental growth of pupils.

The usage of colloquial Arabic and literary Arabic are entirely different. In Arab-Gulf countries, colloquial language is largely used in work areas and in common dealings. Those who go abroad to Arab countries by possessing Arabic degrees from our universities suffer, because of the differences in the language in colloquial and literary usages. So colloquial usage of Arabic should also be introduced in the text books.
Accommodation is a tremendous problem in most of the schools. The Departmental authorities may kindly provide necessary facilities in the school for Arabic classes. Separate class rooms may be allotted as far as possible.

Co-operation from other staff members can give much encouragement for learning. Some pupils say that the attitude of other teachers is not favourable. This fact is seen to be true in certain places. Besides some teachers ridicule the pupils learning Arabic. This situation is not at all helpful for a smooth atmosphere. The co-operation of the headmaster as well as the co-operation of other staff members is necessary.

Activities of Arabic teachers are not supervised properly by the higher authorities. Most of the headmasters have not studied Arabic. Even so they supervise the teaching of Arabic. But this supervision is not effective. The work of inspectors for Muslim Education is also not satisfactory, because they are not able to visit the schools even once in an year. The jurisdiction of an Inspector for Muslim Education is a vast area. Besides many of the present Inspectors for Muslim Education are not qualified enough to an undertake the job. So the Inspectors for Muslim Education should cooperate with the help of expert Arabic teachers from nearest schools. The number of Inspectors for Muslim Education should be increased according to the number of schools and teachers
and the jurisdiction may also be rearranged scientifically. Inspectors should be selected on the basis of required qualifications.

The teachers should encourage the pupils to literary activities by organizing literary clubs. These literary organizations should function properly under the control of Arabic teachers. Discussions, elocution in Arabic, Arabic songs, presenting papers in Arabic etc. might provide ample opportunities to pupils for developing their language command. It is will also provide occasions in bringing out the hidden literary talents of pupils.

The errors of pupils in reading and spelling are too many. The pupils who know the correct answer too, have committed mistakes; because of their spelling mistakes and carelessness. The errors in writing may be attributed to errors in reading. Hence the teachers may take ample measures to correct mistakes in reading and writing. The difficult words should be written on the blackboard to give correct spellings. Dictations must be given properly and should be corrected. To remove spelling mistakes flash cards can also be used.

The pupils who wrongly spell may be given adequate training for correct pronunciation. Additional reading exercises are appreciable in this regard. Mispronunciation due to wrong articulation may be treated individually.

Composition work should be done properly. It helps the pupils to develop their skills in the language. During
correction, the teacher should analyse the mistakes of pupils and may give remedial instructions individually for the pupils who are backward.

The backward pupils may be brought together to give them easy exercises. They may be given remedial teaching too.

The importance of declensions and its role in the grammatical usage in the language may be taught carefully. According to the change of declensions, the subject becomes object, sometimes. Similarly meanings also differ. Among the important mistakes, occurrence of wrong declensions common among pupils who do not know the importance of declensions. This is a peculiarity of Arabic language. Some particles in Arabic language alter the declensions and by it the meanings are also altered. The declension of subject is unlike the declension of object. Subject and predicate have also separate stages and these stages also are altered according to the nature of the sentence. So declensions, word order, and particles have special importance in the learning of the language.

The grammar classes are not taken seriously by most of the teachers. Grammar is taught in connection with other lessons. This teaching lacks adequate exercises and examples because of the shortage of time. In teaching Arabic grammar, special grammar classes should be taken and particular portions
must be worked out at the time of teaching from the relevant lessons. A good number of pupils do not know even certain grammatical terms such as ḥaṭīnā (exclusion) tamnis; ḥāl; (present perfect tense); etc.

A number of pupils suffer from physical difficulties due to diseases. To diagnose such diseases there should be a health wing attached to the schools. These health wings should help to find out bodily defects of the pupils and to suggest remedies.

Use of blackboard is essential to minimise spelling mistakes. The teachers should use blackboards, necessary charts, and aids for effective teaching.

The proper attitude of Arabic teachers will be helpful to pupils to learn Arabic. They must be a model and an ideal to them. The pupils must not be attracted by the expectation of getting more marks. The benefits of learning the language must be taught to them and thereby they should be attracted to the learning of Arabic.

The attitude of parents should also be brought to the encouragement of learning Arabic. To get their close contact the teacher must co-operate with their parents and the parents should be invited to the common functions of the school. The parent teacher association too, gives a direct relationship with guardians of the pupils. The progress reports of the pupils must be given to their parents and got back after their signatures.
The government may provide necessary facilities for the encouragement of Arabic learning; because Arabic teaching is specially meant for the education of a backward community. The assistance of Departmental authorities to avoid delay in the implementation of government orders and to sanction posts, divisions, transfer and posting of teachers in due times etc. is very important. It can help a lot in the development of Arabic learning. Absence of Arabic teachers for a long duration due to transfer or due to unfilled vacancy, creates problems for the pupils. These factors discourage them in the learning of Arabic.

C. SUGGESTIONS FOR FURTHER RESEARCH

Research studies may be undertaken in the following areas:

1. A comprehensive study of the difficulties of learning Arabic grammar.
2. Reasons for large scale spelling mistakes.
3. Pronunciation errors in Arabic of High School and Upper Primary School pupils.
4. The importance of declensions in Arabic language.
5. Construction of standardized reading tests.
6. The difficulties in writing rendered by joined writing system.
7. The common mistakes of pupils in writing certain letters.

8. The influence of parental background on achievement in Arabic.

9. Familial factors influencing interest for the learning of Arabic.

10. The job opportunities of Arabic learning pupils.

11. Training facilities and organization of training for teachers of Arabic.

12. The social status of Arabic teachers.