PROBLEMS FACED BY TEACHERS AT UPPER PRIMARY LEVEL IN TEACHING ARABIC

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by

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DECLARATION

I, **RASEEL P.,** do hereby declare that this dissertation entitled, "**PROBLEMS FACED BY TEACHERS AT UPPER PRIMARY LEVEL IN TEACHING ARABIC**" is a record of original research work done by me under the supervision and guidance of **Mrs. RAJITHA K.V.,** Assistant Professor in Education, Farook Training College Kozhikode and has not been submitted by me in this university or any other university for the award of any Degree/Fellowship or recognition before.

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CERTIFICATE

I, **Mrs. RAJITHA K.V.,** do hereby certify that this dissertation entitled "**PROBLEMS FACED BY TEACHERS AT UPPER PRIMARY LEVEL IN TEACHING ARABIC**" is a record of bonafide study and research carried out by **RASEEL P.,** of M.Ed. Programme (2019-2021) under my supervision and guidance and has not been submitted by him for the award of a Degree, Diploma, Title or Recognition before.

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ACKNOWLEDGMENTS

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INTRODUCTION

Arabic is an international language. It is the 5th most spoken world language also. Arabic is recognized as an official language in 26 countries and speaks millions of peoples as their native language or an additional language. It is one of the most famous classical languages in the world and one of Semitic languages, like Hebrew and Aramaic. Around 292 million people speak it as their first language. Many more people can also understand it as a second language. The Arabic language has its own alphabet written from right to left, like Hebrew.

Since it is so widely spoken throughout the world, Arabic is one of the six official languages of the United Nations, the others being English, French, Spanish, Russian and Chinese. Arabic, in its standard form, is the official language of 26 states, as well as the liturgical language of the religion of Islam, since the Quran and Hadith were written in Arabic. It is an official language of Saudi Arabia, Egypt, Bahrain, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Western Sahara, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, Yemen, Algeria, Eritrea, Comoros, Chad, Djibouti and it is also a national language of Mali, Senegal. The global importance of the Arabic language is highlighted by the growing presence of the Middle East.

The Arabic language is spoken by over millions of peoples. Most Arabic speakers are found in the Middle East. Arabic is the official language of more than twenty countries with a minority of Arabic speakers all over the world. Arabic is

also an official language of many world organizations. Arabic has a rich history and dates back as one of the oldest languages.

Arabic is becoming an important language when it comes to operating an international business that's trying to break into foreign markets. Learning Arabic opens up many employment possibilities in a number of different industries like Oil, Energy, Travel, Finance, Translation and Government.

Despite being one of the most spoken languages globally, there are very few Arabic translators available in the western world. With the increasing importance of the Arabic world in our daily news, there is a very high demand currently for more and more Arabic translators and interpreters are needed by Government departments and agencies as well as corporations seeking to enter the global arena.

Arabic is considered to be one of the oldest languages in the world with a wealth of knowledge that Archeologists to this day are still trying to uncover. Importance of Arabic has roots going back as far as the sixth century. The Middle East has a rich storytelling history that has produced some of the most remarkable stories such as the Arabian Nights, Ali Baba, and Aladdin. Arabs have also made significant contributions in such areas as mathematics, navigation, astrology, and architecture.

The distribution of the Arabic language began within the seventh century throughout the Islamic conquests which expanded Arabic's reach from the Middle Eastern countries into Northern Africa. Arabic began to prosper for a while before

having to incorporate new words and technological dependent terms. During the Middle Ages, Arabic was a major vehicle of culture in Europe, especially in science, mathematics and philosophy. As a result, many European languages have also borrowed many words from it. Arabic influence, mainly in vocabulary, is seen in European languages—mainly Spanish and to a lesser extent Portuguese, Catalan, and Sicilian—owing to both the proximity of Christian European and Muslim Arab civilizations and the long-lasting Arabic culture and language presence mainly in Southern Iberia during the Al-Andalus era. The Maltese language is a Semitic language developed from a dialect of Arabic and written in the Latin alphabet. The Balkan languages, including Greek and Bulgarian, have also acquired a significant number of Arabic words through contact with Ottoman Turkish.

Arabic has influenced many other languages around the globe throughout its history. Some of the most influenced languages are Persian, Turkish, Hindustani (Hindi and Urdu), Kashmiri, Kurdish, Bosnian, Kazakh, Bengali, Malay (Indonesian and Malaysian), Malayalam, Maldivian, Pashto, Punjabi, Albanian, Armenian, Azerbaijani, Sicilian, Spanish, Greek, Bulgarian, Tagalog, Sindhi, Odia and Hausa and some languages in parts of Africa. Conversely, Arabic has borrowed words from other languages, including Hebrew, Greek, Aramaic, and Persian in medieval times and languages such as English and French in modern times.

Arabic literature emerged in the 5th century with only fragments of the written language appearing before then. The Qur'an, widely regarded as the finest

piece of literature in the Arabic language, would have the greatest lasting effect on Arabic culture and its literature. Arabic literature flourished during the Islamic Golden Age, but has remained vibrant to the present day, with poets and prose-writers across the Arab world, as well as in the Arab diaspora, achieving increasing success. The major areas of Arabic language and literature study are, prose, poetry, speeches, classical literature (Quran and Hadees studies), narration, drama, literary criticism, linguistic studies, grammar, syntax, semantix, islamic history, translation, etc. students from different countries are studying and doing research in the various aspects of Arabic language and literature.

The arrivals of Arab travelers for trade began from early centuries. It causes the Arabic language development. Youssef El Namrouty, Khalil Ahmed, (1997) said in their research, Study of direction and Trends of India's foreign trade with gulf countries 1974- 1999 that the indo-arab trade had been there before centuries. That means the cultural and language transformation happened there between two cultures.

Jamaludheen Farooqi, (2009) said that many scholars from India such as Shibli Nuaman, Shah Valiyulla Adhahlavi, Shaik Zainudheen Makdhoom, Al Qadi Muhammed Calicut, Dr. Muhiyudheen Aluvay, Abu Laila Muhammed Meeran, etc. contributed plenty of works in Arabic literature.

Mukhlesur Rahman (2014) mentioned in his study that India has been one of the most well-known non-Arab states where Arabic language grew and developed through the different periods; despite the fact it had never been an official language. A thorough study of Indian history suggests that India's first

substantial contact with the Arabic language came when the Arab Muslims settled in the western Indian province of Sind. Subsequently, the Arabic language continued to flourish further under the patronage of the Mughal rulers in India. In the Islamic epochs, the usage of Arabic was liturgical. He said that Arabic Language during the British Rule, witnessed some setbacks in India or Arabic education. Arabic language and Islamic studies lost its patronage as a result of british education policies. So, some far-sighted intelligentsia came out with plans to establish educational institutions of higher learning for study of Arabic and Islamic studies. Then they established various eminent institution like Aligrah Muslim University, Darul Uloom Diyooband, Jamia Millia Islamia Delhi, etc. But after the independence of India, non-sacred Arabic gained momentum. Departments of Arabic have been established in many central and state universities considering the demand of the language in different Government as well as private sectors in today's globalized world.

In India, Arabic as a separate teaching subject was introduced in the department of education in the year 1956 and it is now offered to B.Ed. trainees as an optional teaching methodology subject (Rahman, S.A., 1996). The Osmania University in Telangana, had an Arabic linguistic frame, which was established in 1917, and has a department of Islamic studies in which Arabic is being taught. Arabic language was introduced in Indian civil service examination as early as 1963 for the first time. Now the present educational system of India is offering various degrees in Arabic language and literature in Prominent central and state universities, colleges, and madrassas.

Arab traders entered India through Kerala. Malabar flavours have been well known in Arab world for centuries. It helped to develop language skills among Keralites and that led to the spread Arabic literature also. As we discussed many Arabic words used as Malayalam term and used as Malayalam in Kerala. As a result of this healthy relation many scholars from Kerala such as Shaik Zainudheen Makdhoom, Al Qadi Muhammed Calicut and Dr.Muhiyudheen Aluvay, Abu Laila Muhammed Meeran, etc. contributed plenty of works in Arabic literature before Indian independence. (Jamaludheen Farooqi, 2009).

Kerala, the role model of educational innovations, had given an effective model of language education. At the beginning of nineteens Arabic language was taught at primary madrasas of Kerala. Madrassa the prescribed system of education was prevalent in those days. Vazhakkad was an important center of Madrassas. As we mentioned Kerala has also produced many writers of fame. The most notable of them was of course Zainudhin Makhdum, the author of Thuhfathul Mujahideen. His treatise on Shafi'i Jurisprudence, Fathul Mueen, became a textbook in Egyptian universities. Umar Qazi and Noorani were excellent Arabic poets.

Nowadays, the Kerala Government teaches Arabic language from primary level to university levels including post graduation. Along with that, different organizations run colleges and schools for the promotion of Arabic language. Arabic language learning gives opportunities to get different jobs in India and abroad. Arabic literature also is the treasure of many epics. The proper effective learning of this language will help us to achieve many opportunities.

Teaching is an important task and it is more responsible than others. To perform it efficiently special preparation and study are necessary. Teaching and learning are very closely related. Teaching is one of the instruments of education and its special function is to impart understanding and skill. The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching.

Kerala state gave more importance to language studies, especially Arabic. Under Kerala public education board, the students can learn Arabic language from primary level classes and it is an optional subject in UP, HS and HSS. Arabic language studies help the child to think empathetic towards the environment and surroundings. It helps to attain social awareness and will develop humanistic behaviour through the content. Arabic language is a way of expression that deals with the emotions of humans, animals, nature, etc. Stories, songs, narrations, etc. are the effective tool to learn something creatively.

Arabic language learning is similar to any other language and consists of four basic skills which are listening, speaking, reading and writing. These four skills allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. Arabic language learning consists of various discourses such as story, poem, speech, narration, drama, essay, novels, etc. On the other hand it helps the Muslim students to learn holy Quran and obtain moral values of it. The hidden objectives such as moral values, formation of good behaviour, etc. can imply it through language studies. (Nazer A., 2013).

Arabic literature of different ages might impart the cultural and social values to the students. It might be useful to follow a good behavioural attitude and help to transform the child to a positive environment. Arabic literature study also will give an insight to the teacher about the students' which means about their skills and creativity in the artistic aspect. Teachers can discover the inner abilities of a child through literature. (Nazer A., 2013).

Arabic teacher is the artist in his studio. He /she can draw the child with their vision and perception on Arabic. An Arabic teacher without a vision is nothing. Some teachers are making the future and some are collapsing because of their less perspective towards Arabic language. Anyhow, Arabic teaching is a noble profession. He/ she can mould the generation and lead them purposefully. Arabic teachers can be passionate in their career, then they can do many innovative things for society with Arabic subject. Teaching is not only for earning a secured job but it is something risky to handle. An Arabic teacher, who knows the Arabic i.e. the subject knowledge, pedagogical knowledge, technological knowledge, etc. is the important element of preparing students for the future in Arabic language. He/ she must follow good skills in speaking, writing, etc., in Arabic to enhance students in various Arabic language skills. Teachers are the scaffolders in new policies who can create a healthy nation. So an Arabic teacher can help his student to develop language skills. (Nazer A., 2013)

The five general principles to teach Arabic language are Principle of traditionalism, Principle of exercise, Principle of natural teaching, Principle of motivation and Principle of situational teaching. Process is an important element

of Arabic language teaching- learning. Different Language learning methods are the way of Arabic teaching and learning. Students, those selected Arabic as a subject, are quite different from one another. They think, act, respond, and recreate differently. It is admitted that the uniqueness among students is visible. Hence, Arabic teachers need different strategies and activities to follow the teaching-learning process. (Nazer A., 2013).

Older methods of Arabic teaching and approaches such as grammar, translation methods or the direct methods are disposed off and even ridiculed as newer methods and approaches are invented and promoted as the only and complete solution to the problem of the high failure rates of foreign language students. There are various approaches to the teaching of Arabic language such as multicultural approach and information and communication based approach. (Nazer A., 2013).

At present the teaching-learning of Arabic language introduces various effective teaching methods which can be used to develop language skills in the classroom such as, inductive method, deductive method, invention method, discussion method, Socratic method, story method, problem solving method, project method, enquiry training, play-way method, interactive method, advance organizer method, concept attainment model, programmed learning method, etc,. (Nazer A., 2013).

The major objectives of Arabic language learning at primary level divided into two, were general objective and specific objective.

General Objectives:

⇒ To understand the cultural and moral aspects through Arabic language

⇒ To develop basic language skills which helps to earnings

⇒ To develop language skills among students to think and do activities in Arabic

⇒ To develop skills to understand and enjoy language discourses of Arabic language

⇒ To develop Arabic language skills which will be helpful to learn and understand Holy Quran

Specific Objectives:

⇒ To learn new vocabularies, meanings, etc., of Arabic language

⇒ To develop good reading skills of Arabic language

⇒ To develop listening skills of Arabic language

⇒ To develop better attitude towards Arabic language learning among students

⇒ To understand grammatical and structural knowledge of Arabic language among students

⇒ To develop Arabic language skills such as thinking, discussion, oral etc,.

⇒ To develop giftedness of child in the field of Arabic language

Problems related to Arabic language teaching at primary level are one of the major areas to resolve. As a foreign language, Arabic language students are facing various kinds of problems because they are not supposed to use them from

birth. So it affects the time being of the study. Another important problem of learning Arabic is lack of opportunity to listen and speak Arabic language. Students are learning without being aware about the applicability of the language and have no chance to learn unknowingly. Unavailability of experts or lack of efficient teachers is also an issue in Kerala. The fourth one, is the unavailability of audio-visual aids and not being able to use the facilities is a major problem. And the fifth major issue is the neglect of authorities towards Arabic language learning. (Nazer A., 2013).

Arabic language is one of the most challenging subjects compared to other subjects. So that while teaching Arabic in Upper Primary classes the teachers must be careful. Teaching Arabic refers to the teaching of the four language skills, namely, reading ,writing, listening and speaking in addition to teaching vocabulary ,pronunciation ,grammar ,and culture. Arabic language teaching is considered as the act of imparting instructions to the learners in the classroom situation. Just like an artist chooses his material and tools and acts upon a canvas to create something masterful, similarly, an Arabic teacher also decides upon a range of methods to be used in the classroom to make his/her teaching effective. Arabic language teachers with up to date information in new strategies, techniques and ways of teaching can improve their classes and also can be eliminated most of the problems faced in classrooms.

Need and Significance of the Study

National Education Policies of the Government of India had encouraged the study of foreign languages. As a result of it many students are studying Arabic

as a foreign language from primary schools up to PhD level. Both the Government and private educational sector consider it an important subject to secure a job and good way of life.

The central and state Governments implement different training programs for Arabic language education to develop it as the same as other subjects. Orientation programmes for teachers, co-curricular activities including school fests, virtual facilities to empower language skills are given at present. But, in some aspects especially in school years the Arabic teaching becomes ineffective. School students just do rote learning without understanding the lessons and fail to construct their ideas, and thoughts, and can't express their own creative things in Arabic language, it is necessary to identify issues related to teaching Arabic and to find out solutions for it and the investigator may get an idea about the issues and challenges of upper primary classrooms.

A lot of research was done in the field of language teaching i.e., in English, Tamil, Hindi and so on. At the same time in my review of related literature I couldn't find more research works on 'Arabic language teaching' especially related to primary level. So it is absolutely necessary to conduct research in the area of problems faced by teachers at Upper Primary Level in teaching Arabic. As an investigator and going to be an Arabic teacher at Upper Primary Level, it will be relevant to identify the problems faced by teachers at Upper Primary Level in teaching Arabic. So the study 'Problems faced by teachers at Upper Primary Level in teaching Arabic' is very important and significant in the field of education.

Mohammed Hassan Al Nabi (2013) says, 'the teachers who are teaching Arabic language are having poor teaching skills and lack of interest in developing specialized Arabic teachers. They are still adopting approaches based on memorization that puts off the students' motivation in learning the languages. These unattractive methods reduce the students' abilities in learning. New lexis and create a resentful attitude towards the Arabic language. Here in this study the investigator analyses the present system of Upper Primary Level Arabic teaching, collects teachers' opinions on it and identifies the problems faced by teachers at Upper Primary Level in teaching Arabic.

Statement of the Problem

The present proposed study is entitled as '**PROBLEMS FACED BY TEACHERS AT UPPER PRIMARY LEVEL IN TEACHING ARABIC.**'

Definition of Key Terms

Problems

"A matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome". In the present study teaching problems of Arabic language which need to be overcome.

Teacher at Upper Primary Level

A teacher at Upper Primary Level means those Arabic teachers who are teaching Arabic language in Upper Primary Level of school in Kerala, Govt./ Aided/ Unaided/ CBSE

Teaching Arabic

The occupation, profession, or work of Arabic Teacher

Variable of the Study

The variable of the study is 'Problems Faced by Teachers at Upper Primary Level in Teaching Arabic.'

Objectives

The major objectives of the proposed study are**;**

1. To find out the problems faced by Arabic language teachers regarding on teaching at Upper Primary Level

2. To find out whether there exists any difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender.

3. To find out whether there exists any difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management.

4. To find out whether there exists any difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience.

5. To suggest some remedial measures for the problems faced by Arabic teachers at Upper Primary Level.

Hypotheses of the Study

1. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender.

2. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management

3. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience.

Methodology

It is the system of ways of doing or studying something and it is the description of the procedure of techniques adopted in research study or investigation. The decision about the method depends upon the nature of the problems selected and the kind of data required for its solution.

Methods

The proposed study adopts a normative survey method in order to understand the problems faced by teachers at Upper Primary Level in teaching Arabic.

Sample

The population for the study comprises of Arabic teachers at Upper Primary Level. The sample will comprise 100 teachers working in various Govt./ Aided/ Unaided/ CBSE schools in Kerala. Simple random sampling techniques will be used for the selection of samples.

Tool

To identify the problems faced by teachers at Upper Primary Level in teaching Arabic a questionnaire developed by the investigator in collaboration with the supervising teacher.

Data Collection Procedure

Data will be collected from the Arabic teachers at Upper Primary Level who are working in various Govt./ Aided/ Unaided/ CBSE schools in Kerala. For the purpose of collecting data, a questionnaire was in Google form and shared with the sample of teachers.

Statistical Techniques used

The collected data was analyzed by using Percentage Analysis, t-test and ANOVAs.

Scope and Limitations of the Study

The present study is conducted to identify the major problems of Arabic teachers in teaching at Upper Primary Level. The study was designed to conduct on a sample of 200 upper primary Arabic language teachers of different schools of Kerala. But the sample size reduced to 100 because of insufficient quality sample. In selecting the sample due representation was given to factors like sex of the teachers, type of institution and teaching experiences.

Even though many precautions were taken to make the study as accurate as possible there are certain limitations also. Some of these are:

1. The sample selected for the study is confined from each district of Kerala but there is less sample size of some districts due to less schools which taught Arabic as a second language.

2. Only those problems which occurred in at least 50% of the sample were considered as a major problem.

3. Problems were identified on upper primary Arabic teachers only.

With these limitations the investigator hopes that the findings of the study will give fruitful results. This will be of use to teachers, students, parents, policy makers and others concerned in the field of Arabic education.

Organization of the Report

The report of the study is presented in five chapters viz. Introduction, Review of related literature, Methodology, Analysis and Summary, Findings and Suggestions.

Chapter 1 - This chapter presents a brief introduction to the problem, need and significance of the study, statement of problem, definition of key terms, hypothesis and objectives, scope and limitations of the study.

Chapter 2- This chapter presents the review of related literature which includes the findings of related studies.

Chapter 3- This chapter deals the methodology of the study, describing in detail, the variable selected, the tool used, selection of the sample, data

collection, scoring procedure and statistical techniques used for analysis is given.

Chapter 4- This chapter includes details of statistical analysis of the data, discussion of results and tenability of hypotheses.

Chapter 5- This chapter presents the summary of the study, major findings, educational implications and some suggestions for further research in this area.

REVIEW OF RELATED LITERATURE

REVIEW OF RELATED LITERATURE

Review of related literature is an important component in a research process. According to Gay, Geoffrey & Peter Airasian (2012) "review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem". A thorough survey of related studies will definitely help the investigator in planning and carrying out the study. The investigator will get an insight regarding the strong points and limitations of the previous studies. This will improve the quality of the research. Articles, abstracts, reviews, monographs, dissertations, books, other research reports, electronic media effort, etc are included in related literature.

Review helps to analyze what has already been done in a topic. It may prevent unintentionally duplicating another person's research, and also gives the understanding and insight about a topic. Review of related literature helps to understand research strategies and specific data collection approaches which are already used effectively in similar studies. It facilitates ease of interpretation. Research Findings and recommendations of other works indicate new aspects and viewpoints to develop further studies.

Primary education is the foremost and basic right of every child. It is the first step in making the character of a child. Primary school should aim at providing a rich, stimulating and caring environment which makes the child happy, safe, secure and confident. Learning at this young age develops creative and enquiring minds in children. Language learning is necessary in childhood education because as a basis for all communication, language in the primary

educational set up is of vital importance. In this regard, primary school teachers play an important role in implementing language learning education in the classroom. As a foreign language Arabic language teachers play an immensely important role in Teaching Arabic to primary students. Teaching Arabic to children is a long and tough mission for them. In the study>

Ismail, Ernawati, & Ujang Hudaya (2016) emphasize that Teachers are required to be actively using appropriate techniques and methods to stimulate students' interest in Arabic learning and teaching. Methods, techniques, media and approaches of the teachers play an active role in the learning process in schools, especially in Arabic learning where those all are supported to achieve expected learning competencies.

Studies on Teaching Learning of Arabic Language

Research in Arabic language teaching helps to understand the effectiveness of instructional methods and strategies. The findings of each result will enhance the teaching learning process. The educational departments and committees on curriculum and syllabus shall implement the useful research results in the school education. Here this chapter reveals some important research works with recommendations in the Arabic language teaching learning process. The investigator tries to analyse related literature of some important aspects of the topic such as, studies on teaching learning of Arabic language, studies on upper primary schools, studies on problems of teaching in upper primary schools, studies on problems of teaching in school education and studies on quality education.

Aboobacker (1991) conducted a study on Problems of teaching Arabic at secondary level. This study reveals that, "the Government of Kerala should appoint more Arabic inspectors for the proper supervision of Arabic teaching". The research report of this study indicates inadequacy of school facilities and the need for special incentives to develop Arabic language education.

Lewicka, Magdalena & Anna (2016) conducted a study on cultural competence in teaching Arabic as foreign language. This study reported that cultural and regional knowledge should be correlated with practical teaching of Arabic language. Cultural related curriculum ensures effective value transaction and it helps the students to learn his/ her environment and customs within the language.

Al-Mohsen (2016) conducted a study on Perception of Arabic language communication approach . The investigator finds out the perception of Arabic teachers about integrated approaches. They believe that integrated approach helps the students to learn Arabic language communication. He used a mixed method of study in two sequential phases: a quantitative phase followed by a qualitative phase. They proposed an integrated study as a result of their study.

Yani & Binti (2018) indicates in their study on language teaching that development of Arabic language learning depends on communication which means Arabic teaching must happen purposefully. They said that, "the existence of the suitable Instructional Materials which can empower students on the communication skills in Arabic language is a very important issue in the teaching of Arabic language under the light of this approach". This study critically

evaluates the learning process of non-Arabic speakers as a second or third language. They emphasize the importance of communication in the teaching-learning process to develop language effectively among students.

Hussain & Mamat (2019) evaluates that the textbook is very important for the process of teaching-learning in school. Readability is an essential part of a textbook which reflects positive involvement. A good textbook should attract and motivate students to learn. This study analyses the readability of At-Taisir Arabic Language in IKRAM-Musleh network of primary schools in Malaysia. The report indicates the At-Taisir Arabic Language (IKRAM-Musleh network) textbook is useful for the evaluation and improvement of the learner.

Studies on Upper Primary Schools

Pandey & Rachna (2001) conducted an experimental study on Minimum Learning Level (MLL). They designed the study for science of upper primary classes. They said that "the certain specific implications for use of an appropriate teaching strategy, development of teaching learning systems, working out viable instructional design and a curriculum framework for the VI grade children in our school". They indicate that, implementing and encouraging MLL approach at Upper Primary Level with appropriate modifications and adaptation according to local needs of the schools will be useful. Teacher has a pivotal role in it. They suggested doing further research on different instructional strategies.

Chacko (2012) said that "constructivist approach is effective in improving achievement in social studies, critical thinking ability and value preference". This

study suggests some educational implications that may be helpful to improve upper primary education. The major recommendations are, constructivist classrooms shall provide opportunity to students to explore, understand national values meaningfully, enhance cooperation among students, etc. The study suggests some related topics for further research to extend the study to other areas and subjects of Upper Primary Level,

Singh (2015) conducted a study on impact of school and home environment. The study reveals that the public schools, which have better infrastructure facilities, well qualified teachers, use advanced modern technologies and teaching strategies, help to enhance the academic achievement of the students. Positive school environment of Government schools also helps the students. At the same time the scholastic achievement of municipal school students, which has a low level academic environment, is less effective in learning.

Mohana (2016) conducted a study on the effect of the enquiry method on achievement of upper primary school students especially in environmental science. He emphasizes that "Since the results show that the inquiry method has effectiveness on environmental science in achievement, special care must be given in preparing and restructuring the textbooks for promoting inquiry based learning". The researcher suggests further study to conduct in different subjects of Upper Primary Level.

Prajitha (2016) conducted a study on the effectiveness of English speaking anxiety reduction programmes for the upper primary school students. The study

was conducted as experimental work done with the ESAR programme. The major finding of the study is "ESAR programme is effective and reduces the English speaking anxiety". The study suggests to reduce English speaking anxiety, implement individual attention, guidance, motivation, special classes, other training, etc.

Balkrishna (2017) conducted A study on creativity among upper primary students this study indicates that "Creative ability of students are mainly average. To increase abilities more learning experience should be given to increase fluency and flexibility aspects of creativity". The study reveals a child cantered method will help the student to develop his/ her creativity. The visual auditory kinaesthetic method of teaching may increase creativity. They report that there is no correlation between creativity and scholastic achievement. The favourable atmosphere is the best tool for creativity. The study suggests doing further research in experiments of different new methods and strategies such as the effect of constructivism in teaching on creativity.

Pazhanimurugan (2017) conducted a study on attitude towards assessment of upper primary students. The study reveals parents, teachers and students' attitudes have a significant role to improve students' academic achievement. To develop good academic achievement CCE is an effective method which the teacher can utilize and implement in classrooms.

Studies on Problems of Teaching in Upper Primary Schools

Bareh (2009) conducted a study on administration, infrastructure, finance and academic problems of both teachers and the students in Meghalaya in Jowai district (Jaintia Hills), the study proposed to find out problems among principals, teachers and students. The study reveals that "principals and teachers do find problems with regards to infrastructure and due to this reason many upper primary schools within Jowai Town were unable to provide good quality education for the improvement of the students and upliftment of primary education". The study indicates that the students are facing academic problems as well as teachers and suggest some action plans to uplift the primary education.

Jarphan (2013) conducted a study on Communication issues of English language. The study reveals that "Games, songs and other extracurricular activities need to be interlinked with the teaching and learning strategies. This inter-link between academic and extra-curricular activity is vital for pedagogic purposes". This study emphasized on different language learning activities to transform as a pedagogic strategy to help the learner to use language purposefully. The study recommends studies related to grammar and syntax teaching.

Studies on Problems of Teaching in School Education

Kamble (1998) indicates the lack of teachers at the high school level. Issues of students, textbooks, materials, content, teaching aids, etc. The investigator chooses the survey method to collect data by using a questionnaire. This study suggests doing studies with similar objectives in different levels of

school education and different types of institutions. The study recommends doing research on teacher training programmes.

Gaikwad (2003) conducted a study on the qualifications, content knowledge, awareness of methods, textbook, etc. of English teachers of V - VII standards. This study indicates that there are significant differences among teachers of different areas and emphasizes that "the teachers' lack of and use of various proper methods, approach, strategies or techniques and proper method of testing of learners and developing the communicative skills amongst the learner". The study suggests implementing such as language laboratory, practical training, in-service teacher orientation programmes, workshops for teachers, co-curricular activities for students, support of techno-pedagogy, in-service teacher training programmes, etc. to enhance positive development of language learning. The major research recommendations of the study are, to conduct the same topic on different types of institutions, and to find out problems of teaching English as a second language in non-English medium schools.

Ashfaq Mohammad & Khan (2015) conducted a study on second language (English) teaching issues and challenges. The study discussed many issues related to different aspects of teaching like teacher, students, etc. and suggested programmes and initiatives to implement as remedial measures such as, professional training, activities to get more exposures, appropriate textbooks, good classroom environment, use effective methods, etc. The study indicates if the teaching-learning process with well organized programmes, good textbooks, better student-teacher ratio the process will be joyful. Basics of language learning

i.e. the basic skills of language may be developed by creating a healthy atmosphere in schools and classrooms.

Studies on Quality of Education

Mariappan (2013) conducted a study related to Quality education which is the duty of the Government, parents and society. He suggested some measures to implement in the school education system. The investigator said that, "Primary education should be given more priority in the distribution of financial resource allocation of Government than the secondary and higher levels of schooling". This study observes that it is the duty of the Government to wipe out the inequality among children who are studying in public and private school systems. The study emphasizes on the duty of the educational department that the department should think over the students' issues who are the ultimate beneficiaries of the educational system. We can assume that the quality of Arabic language teaching-learning process must be evaluated for better achievement of students.

Beegum (2015) conducted a study on drop outs of primary school students. The study indicates that enrolled students who are in records are not attending the class. The study reveals that there are plenty of reasons for drop outs such as, impoverished provision for access, lack of girls toilets, single teacher classrooms, less effective instructional time, etc. This study strongly suggests major recommendations of different commissions and committees of India. Proper and regular supervision of concerned bodies will help to maintain good quality of education.

Conclusion

Review of the literature related to the present study emphasized six aspects. Studies on teaching learning of Arabic language, studies on upper primary schools, studies on problems of teaching in upper primary schools, studies on problems of teaching in school education, studies on quality of education. Each area analyzed and criticized to empower and rectify issues whether it had. Only after finding difficulties can they be overcome. Recommendations and suggestions are very relevant and purposive. Creative and directive suggestions should follow better achievement of students and nation. Literature in the area, Problems faced by Teachers at Upper Primary Level in teaching Arabic is less explored. Therefore it will be relevant to study the problems faced by the Teachers at Upper Primary Level in teaching Arabic.

METHODOLOGY

$\Rightarrow$ *Variable of the Study*

$\Rightarrow$ *Objectives of the Study*

$\Rightarrow$ *Hypotheses of the Study*

$\Rightarrow$ *Method used*

$\Rightarrow$ *Samples selected for the Study*

$\Rightarrow$ *Tools used for Data Collection*

$\Rightarrow$ *Data Collection Procedure*

$\Rightarrow$ *Statistical Techniques used*

METHODOLOGY

Methodology is the system of ways of doing or studying something and it is the description of the procedure of techniques adopted in research study or investigation. The decision about the method depends upon the nature of the problems selected and the kind of data required for its solution. The success of the research work depends upon the suitability of the method and also the techniques used for the collection of data. So the methodology refers to the general strategy followed in collecting and analyzing the data necessary for solving the problem or to explain something that already exists in the educational sector.

The Methodology chapter gives an overall idea about the research preparation, implementation and finalization. The crucial task of any research is selection and confirmation of a problem and finalization of the design. Research design is one of the important steps that may inform the probability of completion. The study will assure the quality if it follows each and every aspect of scientific methods and the result will be useful for the future.

The present study is **"Problems faced by teachers at Upper Primary Level in teaching Arabic".**

The methodology of the study is described under the following major headings.

⇒ Variable of the Study

⇒ Objectives of the Study

⇒ Hypotheses of the study

⇒ Method used

⇒ Sample selected for the study

⇒ Tool used for data collection

⇒ Data collection procedure

⇒ Statistical Techniques used

Variable of the Study

The only variable that is measured and analyzed in the present study is 'Problems faced by teachers at Upper Primary Level in teaching Arabic'.

Objectives of the Study

The major objectives of the study are**;**

1. To find out the problems faced by teachers at Upper Primary Level in teaching Arabic

2. To find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender.

3. To find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management.

4. To find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience.

5. To suggest some remedial measures for the problems faced by teachers at Upper Primary Level in teaching Arabic.

Hypotheses of the Study

1. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender.

2. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management

3. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience.

Method used

The proposed study adopts a survey method in order to understand the problems faced by teachers at Upper Primary Level in teaching Arabic. Survey method of data collection is an effective method to collect data. "Survey research involves collecting data to test hypotheses or to answer questions about people's opinions on some topic or issue". There are two types of survey research, cross-sectional and longitudinal. Questions are discussing peoples' opinions on some topic or issue. The key characteristics of the survey are, sampling from a population, collecting data through questionnaire or interviews, collection or identification of survey instruments for data collection and high response rate. Response rate of the survey should keep 50 percent or greater with respect to the proposed number. (Gay, Mills & Airasian, 2012).

According to the topic there are other ways to collect data such as interviews, observations, etc. but in the pandemic situation it is difficult to reach each teacher and schools for interviews. The schools are kept closed and the teachers are in their homes. So the study proposed to collect data in an online mode by using Google form.

Samples Selected for the Study

According to Kothari (2004) "All the items under consideration in any field of inquiry constitute a 'universe' or 'population'". A group of individuals that have one or more common characteristics that are of interest to the investigator is the population.

The population for the present study was all upper primary Arabic teachers working in Government/ Aided/ CBSE/ Unaided Kerala state syllabus schools in Kerala. There are many upper primary schools in Kerala. Many students are studying Arabic language as a second language in upper primary schools. (Arabic, Malayalam, Urdu, Sanskrit, etc. are the second languages that students can opt for.)

"A sample design is a definite plan determined before any data are actually collected for obtaining a sample from a given population". (Kothari, 2004). It is difficult and impracticable measuring the entire population. So the study selected randomly samples from upper primary Arabic school teachers in different districts.

The sample of the study comprises 100 Arabic teachers working in various Govt./ Aided/ CBSE/ Unaided Kerala state syllabus schools in Kerala. Simple random sampling techniques will be used for the selection of samples. Stratified sampling method is effective for the study but due to covid-19 pandemic situation it is crucial to reach each strata of upper primary Arabic teachers. So simple random sampling followed by the investigator. The data were collected from 100 upper primary Arabic teachers who worked in different schools in Kerala.

Tools used for Data Collection

Tools are the right decision taken by the study team. It must be good for collecting data without any bias and subjectivity. "Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes". (Kabir, 2016).

To analyse the problems faced by teachers at Upper Primary Level in teaching Arabic the investigator developed a tool that was selected in this study to collect data. A Questionnaire on problems faced by teachers at Upper Primary Level in teaching Arabic is prepared and shared. Questionnaire is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study. (Oxford Dictionary, 2021).

Planning and Preparation of Questionnaire

The study proposed to analyze problems faced by teachers at Upper Primary Level in teaching Arabic and decided to collect data by using a

questionnaire. After the analysis of the present school system and review of related literature, peer discussion, investigators personal experiences, etc. the study referred to collect data on five problem areas that teachers face in school: they are:

1. Teacher related problems

2. Student related problems

3. Curriculum related problems

4. Textbook related problems

5. Academic environment related problems.

A questionnaire developed by the investigator in collaboration with the supervising teacher to identify the problems faced by teachers at Upper Primary Level in teaching Arabic referred to five problem areas. Each component of the study (problems of upper primary Arabic teachers) was addressed with equal numbers of questions. Each question was reasonably reduced for keeping comprehensiveness, especially the length. All statements were dealing with a single idea. The questions were prepared and arranged in such a way that the respondents could get ideas contained in the statement in one reading. A draft questionnaire consisting initially of sixty statements pertaining to five components. The questionnaire was given to experts and after the discussion with experts and other faculties of education some of the items were deleted and some items were modified. The questionnaires given in Annexure I, II, III and IV.

A final questionnaire consisting of thirty items was prepared. The details regarding the component wise distribution of the statements in the questionnaire is prescribed in Table 1.

Table 1

Component Wise Distribution of Statements of Problems Faced by Teachers at Upper Primary Level in Teaching Arabic

Sl. No.	Components	Statement number	Total number of statements
1	Teacher related problems	1, 6, 11, 16, 21 &26	6
2	Student related problems	2, 7, 12, 17, 22 & 27	6
3	Method related problems	3, 8, 13, 18, 23 & 28	6
4	Textbook related problems	4, 9, 14, 19, 24 & 29	6
5	Academic environment related problems	5, 10, 15, 20, 25 & 30	6

Data Collection Procedure, Scoring and Consolidation of Data

The present study was done to identify the problems faced by teachers at Upper Primary Level in teaching Arabic. The study was conducted on a sample of 100 upper primary teachers of Kerala.

Administration of Tool

A questionnaire on problems faced by teachers at Upper Primary Level in teaching Arabic is prepared in Google form and shared with a necessary information text in WhatsApp for the collection of data. The investigator collected contacts of school teachers and shared the questionnaire. The tool was administered by 100 upper primary teachers from different schools of Kerala. District upper primary school teacher coordinators, bearers of various teacher associations, teachers, friends, etc. helped me to collect data.

Scoring and consolidation of data

The collected data was scored according to the scoring procedure and were consolidated and tabulated for further statistical analysis. Components wise percentage analysis was done to find out the problems of teachers. For that 1 mark was given for answer Yes and 0 mark given for No. The number of responses under each item was recorded separately and component wise.

Validity and Reliability

Reliability and Validity are concepts used to evaluate the quality of research. They indicate how well a method, technique or test measures something. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure. (Middleton, 2020).

Validity is established with content validity and face validity. Content validity which ensures all important areas covered under the study. Six problem

areas faced by teachers at Upper Primary Level in teaching Arabic were included in the questionnaire. Face validity was ensured by the experts.

Reliability established by Cronbach's Alpha coefficient of internal consistency was calculated 0.781 which is acceptable, of the questionnaire. Internal consistency is usually measured with Cronebach's Alpha, a statistic calculated from the pair wise correlations between items.

Reliability measures with test-retest method and split half method also. But the pandemic situation which causes less sample collection affects both methods and the investigator establishes reliability with Cronebach's Alpha (0.781).

Statistical Techniques Used

Statistics is the discipline that concerns the collection, organization, analysis, interpretation, and presentation of data. The researcher has used a percentage analysis tool, t-test and ANOVA to calculate the data.

To analyze the problems faced by teachers at Upper Primary Level in teaching Arabic the data collected by using a questionnaire and tabulated with respect to six components. Percentage analysis was done by the investigator and presented in figure with respect to six components for the same.

Percentage analysis tool is used to analyze the data. The percentage of problems occurred in each item calculated by using the formula given below:

$$Error = \frac{Number\ of\ Students\ Committing\ Errors}{Total\ Number\ of\ Students} \times 100$$

Along with the percentage analysis two other statistical techniques used in the data analysis which are descriptive and inferential statistics. Descriptive statistics were used to obtain mean, median, mode, standard deviation, skewness and kurtosis of the score on the variable, while inferential statistics used were t-test and analysis of variance.

Tabulated data were subjected to statistical analysis. The collected data were analyzed with the help of statistical software called SPSS, Google sheet, etc. The SPSS (20.0 version) was made use for the statistical analysis of data.

't' Test

't' test, which is used in this study to infer the data, is a statistical test that allows the investigator to compare two means to determine the probability that the difference between two means is a real difference rather than a chance difference. It involves the computation of the ration between observed variance (observed difference between two means) and error variance (the sampling error factor). Here the investigator used t-test to infer the difference with respect to gender.

ANOVA

Analysis of variance (ANOVA) is a collection of statistical models and their associated estimation procedures (such as the "variation" among and between groups) used to analyze the differences among means.

The inferential statistical technique ANOVA is used in this study to find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management and experience. Mean difference analysis was done in the study. For analyzing data, the investigator used mean, standard deviation, t-test, and ANOVA as the statistical techniques with the help of SPSS Package.

Conclusion

Methodology is the design of the study. Methodology shows the overall views of sample, tool, statistical techniques, etc,. Research design is an important element which ensures the effectiveness of the study.

In this chapter the investigator prepared a research design, defined population and sample, prepared a questionnaire which ensured validity and reliability, use of statistical techniques which were selected, etc,. Each element is important to do an effective study and these elements are verified, corrected and restated under the supervision of the guide.

ANALYSIS AND INTERPRETATION OF DATA

$\Rightarrow$ *Objectives*

$\Rightarrow$ *Hypotheses of the Study*

$\Rightarrow$ *Preliminary Analysis*

$\Rightarrow$ *Major Analysis*

$\Rightarrow$ *Conclusion*

ANALYSIS AND INTERPRETATION OF DATA

The chapter deals with the analysis and interpretation of the data described in the methodology chapter. The aim of the present study is to find out the problems faced by teachers at Upper Primary Level in teaching Arabic in Kerala.

The statistical techniques used in the data analysis are descriptive and inferential statistics. To see whether the variable problems faced by teachers at Upper Primary Level in teaching Arabic is normally distributed or not, important descriptive statistical constants like mean, median, mode, standard deviation, skewness and kurtosis were computed for the total sample, while inferential statistics used were t-test and analysis of variance to know whether there exists significance difference related with gender, type of management and experience.

Objectives

The major objectives of the study are**:**

1. To find out the problems faced by teachers at Upper Primary Level in teaching Arabic

2. To find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender.

3. To find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management.

4. To find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience.

5. To suggest some remedial measures for the problems faced by teachers in Upper Primary Level in teaching Arabic.

Hypotheses of the Study

1. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender.

2. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management

3. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience.

The analysis chapter is presented under the following headings:

Preliminary Analysis

⇒ Descriptive Statistics of problems faced by teachers at Upper Primary Level in teaching Arabic

⇒ Percentage Analysis of problems faced by teachers at Upper Primary Level in teaching Arabic

Major Analysis

⇒ Mean difference analysis of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender.

⇒ Mean difference analysis of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management.

⇒ Mean difference analysis of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience.

Preliminary Analysis

As part of preliminary analysis, descriptive statistics was found to understand the properties of the distribution of scores of problems faced by teachers at Upper Primary Level in teaching Arabic. Percentage analysis was carried out to analyze the problems faced by teachers at Upper Primary Level in teaching Arabic.

Descriptive Statistics of Problems Faced by teachers at Upper Primary Level in teaching Arabic

To see whether the variable Problems faced by teachers at Upper Primary Level in teaching Arabic is normally distributed or not, important descriptive statistical constants like mean, median, mode, standard deviation, skewness and kurtosis were computed for the total sample. The details of the descriptive statistics are presented in Table 2.

Table 2

Descriptive Statistics of the Variable Problems Faced by Teachers at Upper Primary Level in Teaching Arabic for the Total Sample (N=100)

Descriptive statistics	Problems faced by teachers at Upper Primary Level in teaching Arabic
Mean	13.63
Median	14
Mode	14
Standard deviation	4.85
Skewness	-0.041
Kurtosis	-0.198

Table 2 reveals that three measures of central tendency via, mean median and mode of variable problems of teachers at Upper Primary Level in teaching Arabic are 13.63, 14 and 14 respectively. The extent of skewness is -0.041 shows that the distribution is negatively skewed. The measure of kurtosis is -0.198 which shows the curve is leptokurtic.

The distribution of scores of problems of teachers at Upper Primary Level in teaching Arabic is graphically plotted in figure 1.
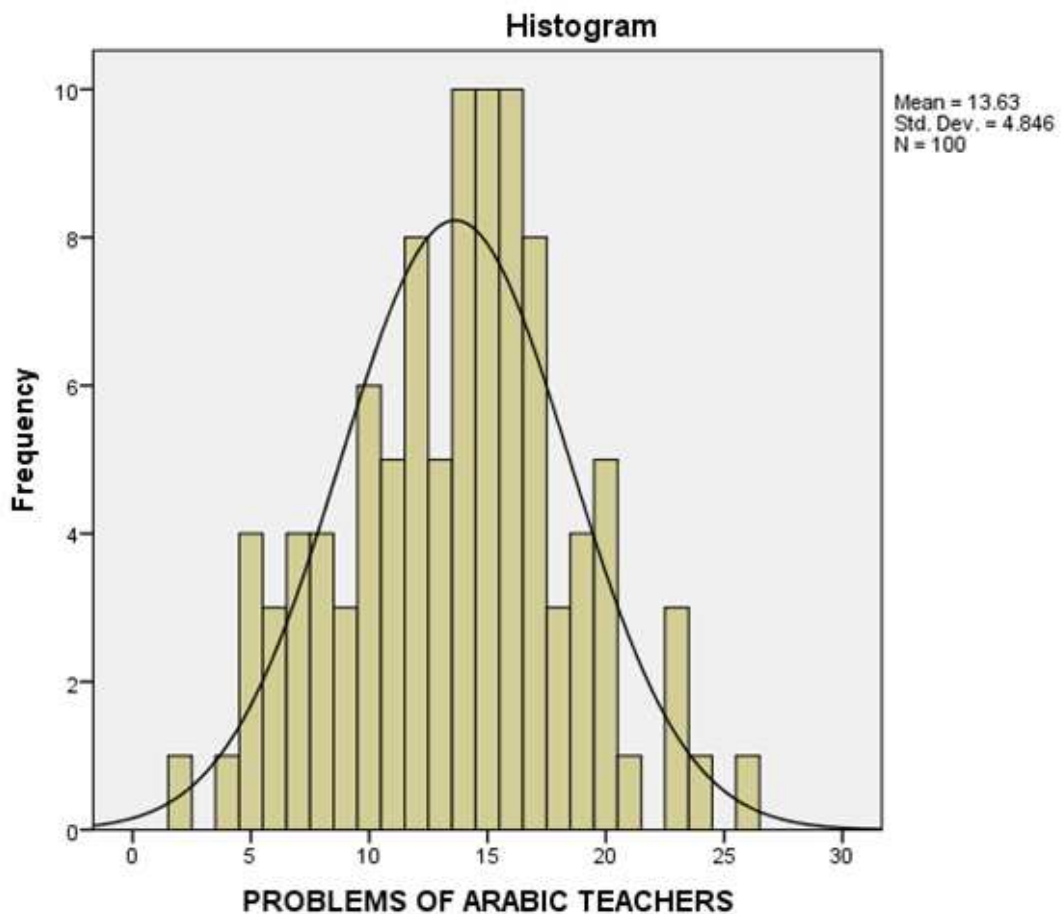
Figure 1: *Graphical representation of frequency distribution of scores of problems of teachers at Upper Primary Level in teaching Arabic.*

From the figure 1, we can conclude that 'Problems of teachers at Upper Primary Level in teaching Arabic' shows approximately a normal distribution.

Percentage analysis of problems faced by teachers at Upper Primary Level in teaching Arabic

The first objective of the study is to find out the problems faced by teachers at Upper Primary Level in teaching Arabic. The investigator collected the data from Arabic teachers at Upper Primary Level by using a questionnaire on problems faced by teachers at Upper Primary Level in teaching Arabic which consists of five components such as teacher related problems, student related

problems, method related problems, textbook related problems and academic environment related problems The percentage analysis of five components are described under the following subheadings in this section.

$\Rightarrow$ Analysis of teacher related problems faced by teachers at Upper Primary Level in teaching Arabic

$\Rightarrow$ Analysis of student related problems faced by teachers at Upper Primary Level in teaching Arabic

$\Rightarrow$ Analysis of method related problems faced by teachers at Upper Primary Level in teaching Arabic

$\Rightarrow$ Analysis of textbook related problems faced by teachers at Upper Primary Level in teaching Arabic

$\Rightarrow$ Analysis of academic environment related problems faced by teachers at Upper Primary Level in teaching Arabic

Analysis of Teacher Related Problems Faced by Teachers at Upper Primary Level in Teaching Arabic

This section deals with the analysis of teacher related problems faced by teachers at Upper Primary Level in teaching Arabic. The percentage analysis of teacher related problems faced by teachers at Upper Primary Level in teaching Arabic was done and presented in Table 3

Table 3

Percentage Analysis of Teacher Related Problems Faced by Teachers at Upper Primary Level in Teaching Arabic

Item. no.	Item	Number of respondents	Percentage
1	Inadequate Teacher-Pupil ratio	50	50
6	Inadequate number of Arabic teachers	51	51
11	Lack of training	39	39
16	Need more time for preparation	85	85
21	Fails on individual attention	30	30
26	Lack of content knowledge	4	4

The component teacher related problems consists of six items. Table 3 reveals that out of 100 upper primary Arabic teachers, 50 percent of teachers are facing problems of inadequate teacher-pupil ratio and 51 percent of teachers are facing problems related to less number of Arabic teachers in schools. Among the respondents 39 percent of Arabic teachers reported that they are facing problems related to inadequate teacher training and 85 percent of teachers need more time for preparation before taking classes. Out of 100 respondents only 30 percent of teachers fail to give proper individual attention to students and only four percent of teachers are facing problems related to lack of content knowledge.

Graphical representation of teachers related problems faced by teachers at Upper Primary Level in teaching Arabic is given in Figure 2.

Figure 2. *Graphical representation of teacher related problems faced by teachers at Upper Primary Level in teaching Arabic*

Analysis of Student Related Problems Faced by Teachers at Upper Primary Level in Teaching Arabic

This section deals with the analysis of students' related problems faced by teachers at Upper Primary Level in teaching Arabic. The percentage analysis of student related problems faced by teachers at Upper Primary Level in teaching Arabic was done and presented in Table 4.

Table 4

Percentage Analysis of Students Related Problems Faced by Teachers at Upper Primary Level in Teaching Arabic

Item. no.	Item	Number of response	Percentage
2	Lack of students basic knowledge	69	69
7	Can't implement worksheets properly	30	30
12	Less communication in Arabic	16	16
17	Compel to write exams in Arabic	45	45
22	Lack of knowledge on phonetics	70	70
27	Lack of interest to memorize vocabulary	67	67

The component student related problems also consists of six items. Table 4 reveals that out of 100 upper primary Arabic teachers, 69 percent of teachers reported lack of basic language knowledge of students and 30 percent of teachers are facing problems related to effective use of worksheets in the classroom. Among the 100 teachers only 16 percent of teachers are facing issues with communication in Arabic in the classroom and 45 percent of teachers reported that they need to compel students to write exams in Arabic language. Out of 100 teachers, 70 percent of teachers are facing problems with the lack of phonetics

knowledge of students and 67 percent of teachers are facing lack of interest in memorizing vocabulary among students.

Graphical representation of student related problems faced by teachers at Upper Primary Level in teaching Arabic is given in figure 3.
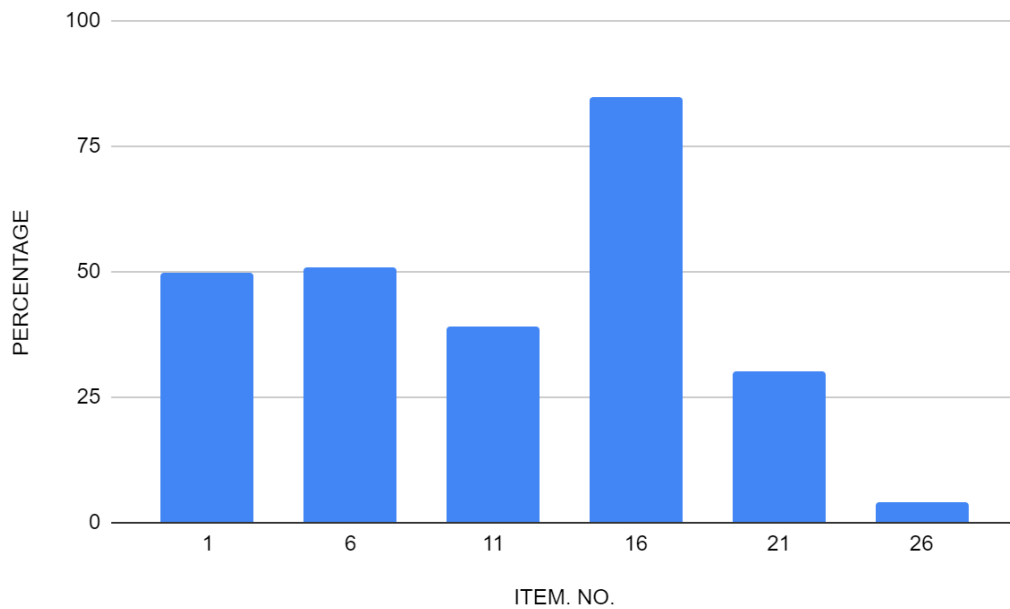

Figure 3. *Graphical representation of student related problems faced by teachers at Upper Primary Level in teaching Arabic*

Analysis of Method Related Problems Faced by Teachers at Upper Primary Level in Teaching Arabic

This section deals with the analysis of method related problems faced by teachers at Upper Primary Level in teaching Arabic. The percentage analysis of method related problems faced by teachers at Upper Primary Level in teaching Arabic was done and presented in Table 5.

Table 5

Percentage Analysis of Method Related Problems Faced by Teachers at Upper Primary Level in Teaching Arabic

Item. no.	Item	Number of response	Percentage
3	Lack of materials of audio-visual aids (AV Aids)	23	23
8	Less facility to use AV Aids	28	28
13	Cannot follow constructivism	57	57
18	Cannot use different methods	1	1
23	Cannot follow practical method	4	4
28	Cannot do class activities effectively	83	83

The component method related problems consist of six items. Table 5 reveals that out of 100 upper primary Arabic teachers, 23 percent of teachers are facing problems on lack of materials of audio-visual aids and 28 percent of teachers facing problems on audio-visual technical facilities in the classroom. Among 100 teachers 57 percent of teachers cannot follow the constructivist approach in the classroom and only one percent reported that they are unable to implement different teaching methods. Out of 100 teachers four percent of teachers failed to use practical methods of Arabic teaching in the classroom and

83 percent of teachers are facing problems related to effective use of class activities.

Graphical representation of method related problems faced by teachers at Upper Primary Level in teaching Arabic is given in figure 4.
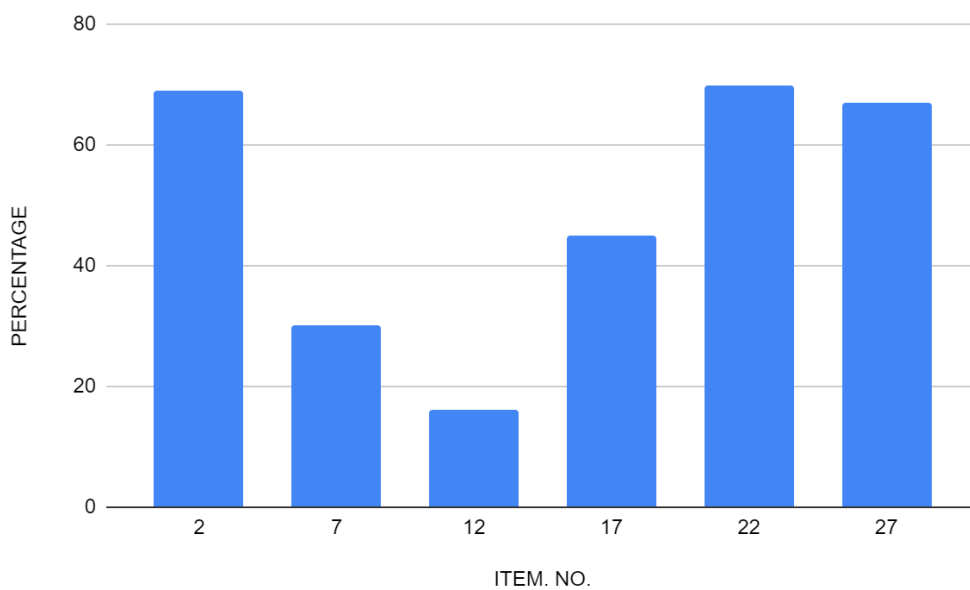

Figure 4. *Graphical representation of method related problems faced by teachers at Upper Primary Level in teaching Arabic*

Analysis of Textbook Related Problems Faced by Teachers at Upper Primary Level in Teaching Arabic

This section deals with the analysis of textbook related problems faced by teachers at Upper Primary Level in teaching Arabic. The percentage analysis of textbook related problems faced by teachers at Upper Primary Level in teaching Arabic was done and presented in Table 6.

Table 6

Percentage Analysis of Textbook Related Problems Faced by Teachers at Upper Primary Level in Teaching Arabic

Item. no.	Item	Number of response	Percentage
4	Not useful to develop language skills	20	20
9	Not easy to memorize vocabulary	70	70
14	Insufficient exercises	73	73
19	Difficult to recite the poems	20	20
24	Not available e-content of textbook	45	45
29	Not attractive	61	61

The component textbook related problems consist of six items. Table 6 reveals that out of 100 upper primary Arabic teachers, 20 percent of teachers mentioned that the present textbook fails to develop good language skills and 70 percent of teachers said that the students are facing difficulties in memorizing vocabularies. Among 100 teachers, 73 percent of teachers reported that the exercises are insufficient to develop writing skills among the students and 20 percent of teachers are facing difficulties in singing songs in the classroom. Out of 100 teachers, 45 percent of teachers are facing lack of e-content of the textbook

and 61 percent of teachers said that the textbook is designed in an unattractive manner.

Graphical representation of textbook related problems faced by teachers at Upper Primary Level in teaching Arabic is given in figure 5.

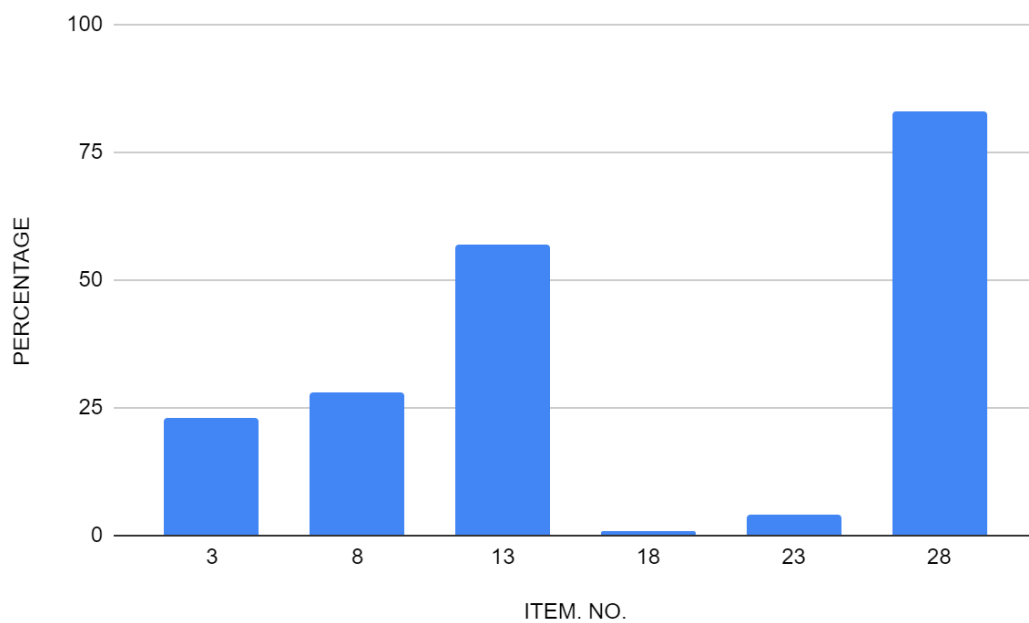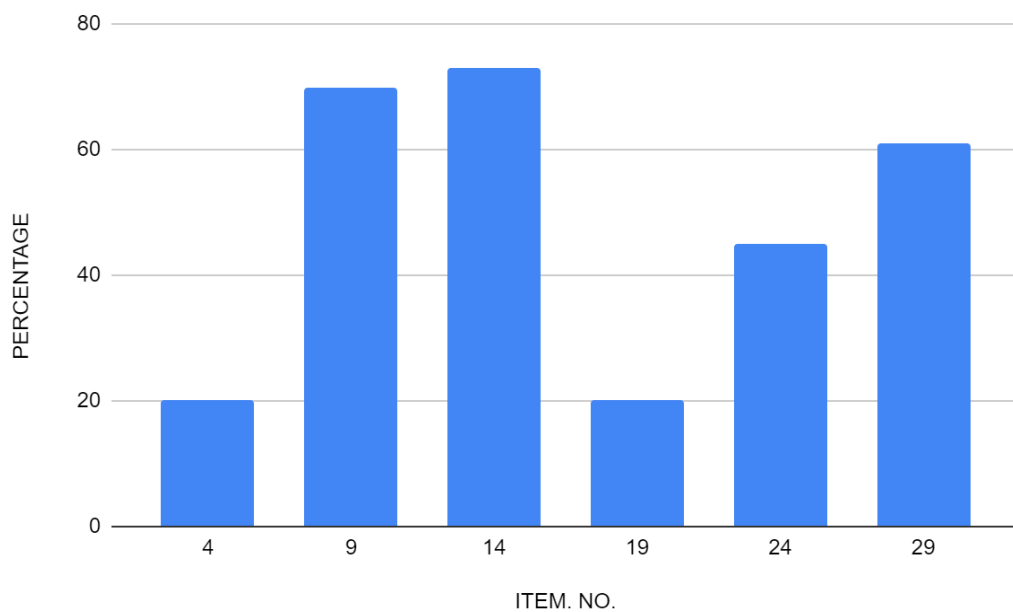

Figure 5. *Graphical representation of textbook related problems faced by teachers at Upper Primary Level in teaching Arabic*

Analysis of Academic Environment Related Problems Faced by Teachers at Upper Primary Level in Teaching Arabic

This section deals with the analysis of academic environment related problems faced by teachers at Upper Primary Level in teaching Arabic. The percentage analysis of academic environment related problems faced by teachers at Upper Primary Level in teaching Arabic was done and presented in Table 7.

Table 7

*Percentage Analysis of Academic Environment Related Problems Faced by
Teachers at Upper Primary Level in Teaching Arabic*

Item. no.	Item	Number of response	Percentage
5	Lack of resources i.e. Arabic stories, cartoons, etc.	39	39
10	Lack of school/ class library	72	72
15	Lack of language activities such as quiz, exhibition, etc.	45	45
20	Less parental support	70	70
25	Not enough support from school	28	28
30	Lack of teacher journals and periodicals to develop quality	68	68

The component academic environment related problems consists of six items. Table 7 reveals that out of 100 upper primary Arabic teachers, 39 percent of teachers reported that they are facing difficulties related to unavailability of stories, cartoons, etc. to enhance reading skills among the students and 72 percent of teachers are facing difficulties related to lack of useful library facilities in school. Among 100 teachers, 45 percent of teachers are facing problems of lack of

opportunities to conduct language activities and 70 percent of teachers reported that they are facing difficulties in parental support. Out of 100 teachers 28 percent of teachers reported that they do not get enough support from school to teach Arabic language effectively and 68 percent of teachers are facing difficulties related to unavailability of resources to enrich skills and potentials.

Graphical representation of academic environment related problems faced by teachers at Upper Primary Level in teaching Arabic is given in figure 6.
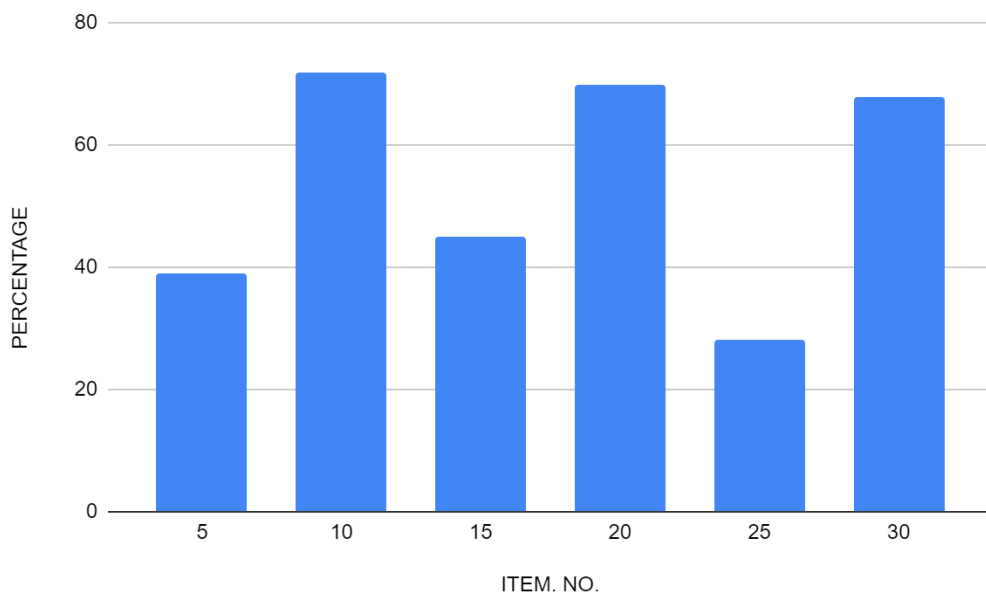

Figure 6. *Graphical representation of academic environment related problems faced by teachers at Upper Primary Level in teaching Arabic*

Major Analysis

Mean difference analysis was carried out to test the formulated hypotheses. As a part of the mean difference analysis test of significant difference between the means of two groups and ANOVA was carried out to analyze

whether there exist any significant difference in the mean scores of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender, type of management and experience.

Mean Difference Analysis of Problems faced by Teachers at Upper Primary Level in Teaching Arabic with Respect to Gender

Hypothesis formed as; There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender. To test the significant difference in problems with respect to gender, t-test was performed and the results are presented in Table 8.

Table 8

Mean, SD and 't' Value of Gender Difference in Problems Faced by Teachers at Upper Primary Level in Teaching Arabic

Gender	Mean	N	SD	t	Level of Significance
Male	13.52	65	5.01		
				0.307	NS
Female	13.83	65	4.59		

From Table 8 it is evident that the mean scores obtained for problems of teachers of upper primary Arabic teaching for male and female are 13.52 and 13.83 respectively. The t-value obtained is 0.307 which is less than the tabled value of t (1.96) required for significance at .05 level. It indicates that the mean scores of problems faced by teachers at Upper Primary Level in teaching Arabic based on gender of the sample is not significant even at .05 level. Thus, it can be

concluded that there exists no significant difference between male and female teachers with reference to problems at Upper Primary Level in Arabic teaching. Hence, the hypothesis stating that there exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender is accepted.

Mean Difference on Analysis of Problems Faced by Teachers at Upper Primary Level in Teaching Arabic with Respect to Type of Management (Government, Aided, CBSE and Unaided Kerala syllabus)

The statistical technique, One-way ANOVA was used to find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management. Type of management is categorized into four groups, i.e., Government, Aided, CBSE and Unaided Kerala syllabus. The hypothesis formulated as, there exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management.

The investigator carried out an equalization procedure to analyze the variance of type of management. Out of 100 teachers 51 teachers are under Government management and 36 teachers are under aided management. Only five and eight teachers are under unaided Kerala syllabus and CBSE management respectively. Hence the investigator selected 10 teachers randomly from both Government and Aided school management and the eight and five from CBSE and unaided Kerala syllabus management respectively to equalize the sample.

Mean difference analysis of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to the type of management is done and given in Table 9.

Table 9

Data and Results of Mean Difference analysis of Problems Faced by Teachers at Upper Primary Level in Teaching Arabic with Respect to the Type of Management

Test score	Sum of squares	Df	Mean squares	f	Level of Significance
Between groups	66.036	3	22.012		
				1.205	NS
Within groups	529.600	29	18.262		
Total	595.636	32			

Table 9 indicates that the F value obtained for problems faced by teachers at Upper Primary Level in teaching Arabic with respect to the type of management is 1.205, which is less than the tabled Value (2.93) which is required for significance at .05 level with (3.29) degrees of freedom. Hence the hypothesis, there is no Significant difference in the mean scores of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to the type of management, is accepted. It reveals that there is no significant difference in the problems of teaching at Upper Primary Level in Arabic teaching of Government, aided, CBSE and unaided Kerala syllabus management. Hence, it can be concluded that the Arabic teachers in Government, aided, CBSE and unaided Kerala syllabus management are facing similar problems.

Mean Difference Analysis of Problems Faced by Teachers at Upper Primary Level in Teaching Arabic with Respect to Experience

The statistical technique, one-way ANOVA is used in this study to find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience. Experience is categorized into three groups, i.e., 1-10, 11-20 and 21-30. The hypothesis formulated as, There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience. Mean difference analysis of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to the experience is done and given in Table 11.

Table 11

Data and Results of Mean Difference analysis of Problems Faced by Teachers at Upper Primary Level in Teaching Arabic with Respect to the Experience

Test score	Sum of squares	Df	Mean squares	f	Level of Significance
Between groups	25.393	2	12.696		
				0.535	NS
Within groups	2299.917	97	23.710		
Total	2325.310	99			

Table 11 indicates that the F value obtained by the problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience is 0.535, which is less than the table Value (3.09) (which is required for significance at 0.05 level with (2, 497) degrees of freedom.) Hence the hypothesis there is no

significant difference in the mean scores of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience is accepted. It is evident that there is no significant difference in the mean scores of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience. Hence, it can be concluded that irrespective of experience the Arabic teachers are facing similar problems in Arabic teaching at Upper Primary Level

Conclusion

This study conducted to find out the problems faced by teachers at Upper Primary Level in teaching Arabic based on five components and to analyse whether there exists significant difference in Problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender, type of management and experience.

Findings of the study revealed that there exists problems of teaching at Upper Primary Level in Arabic teaching. The study revealed three items, which are inadequate teacher-pupil ratio, inadequate number of Arabic teachers and need more time for preparation of teacher related problems and three items which are lack of students basic knowledge, lack of knowledge on phonetics and lack of interest to memorize vocabulary of student related problems reported above 50 percent of teachers. Two items of Method related problems which are, cannot follow constructivism and cannot do class activities effectively reported above 50 percent. Three items from both textbook related problems are, not easy to memorize vocabulary, insufficient exercises and not attractive and academic environment related problems such as lack of school/ class library, less parental

support and lack of teacher journals and periodicals to develop quality reported above 50 percent.

Mean difference analysis revealed that there exists significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender, type of management and experience.

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS FOR FURTHER STUDY

$\Rightarrow$ **Study in Retrospect**

$\Rightarrow$ **Major Findings**

$\Rightarrow$ **Tenability of Hypotheses**

$\Rightarrow$ **Educational implications for the Study**

$\Rightarrow$ **Recommendations for Further Study**

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS FOR FURTHER STUDY

This chapter is the concluding part of the research report, which explains briefly the entire process of the present research work. The various stages of the study such as the study in retrospect, major findings emerged from the study, conclusions arrived and educational implications of findings and suggestions for further research are described.

Study in Retrospect

This section tries to make a retrospective study of the title, variable, objectives, methodology, sample, tools and statistical techniques used for the study.

Restatement of the Problem

The problems is entitled as '**PROBLEMS FACED BY TEACHERS AT UPPER PRIMARY LEVEL IN TEACHING ARABIC.**'

Variable

The variable of the study is 'Problems faced by teachers at Upper Primary Level in teaching Arabic.'

Objectives

The major objectives of the study are**;**

1. To find out the problems faced by teachers at Upper Primary Level in teaching Arabic

2. To find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender.

3. To find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management.

4. To find out whether there exists any significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience.

5. To suggest some remedial measures for the problems faced by teachers at Upper Primary Level in teaching Arabic

Hypotheses of the Study

1. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender.

2. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management

3. There exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience.

Methodology

In the present study the investigator had adopted the survey method to analyze the objectives of the study

Sample

For the present study the investigator collected data from a sample of 100 Upper Primary Level Arabic teachers of Kerala

Tool

To analyse the problems of Arabic teachers in teaching a questionnaire was used i.e. "Questionnaire on Problems Faced by Teachers at Upper Primary Level in Teaching Arabic".

Statistical Technique Used

Percentage analysis, t test and ANOVA were used to analyze data.

Major Findings

The investigator analyzed the problems faced by teachers at Upper Primary Level in teaching Arabic with the help of a questionnaire on problems faced by teachers Upper Primary Level in teaching Arabic. The percentage analysis states that the majority of the teachers are faced with difficulties in the area of teacher related problems, student related problems, method related problems, textbook related problems and academic environment related problems at Upper Primary Level teaching Arabic. The study indicates that there exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender, type of management and experience. Following are the major findings obtained after the analysis of the collected data.

1. The study reveals that the majority of upper primary Arabic teachers are facing problems of inadequate teacher-pupil ratio (50%), and inadequate number of Arabic teachers in schools (51%) and need more time for preparation (85%). At the same time the other problems such as failing to give individual attention to each student (30%), problems related to content knowledge (4%) and inadequate teacher training (39%) reported less than 50 percent.

2. The Study shows lack of basic language knowledge of students (69%), lack of phonetics knowledge of students (70%) and lack of interest in memorizing vocabulary (67%) affected the majority of teachers. On the other hand problems on effective use of worksheets (30%) , issues with communication in the classroom (16%) and compel students to write exams in Arabic language (45%) faced only less teachers.

3. The study indicates that the majority of teachers affected problems on, cannot follow constructivism (57%) and cannot use class activities effectively (83%). Unavailability of audio-visual materials (23%), lack of audio-visual technical facilities (28%) and cannot follow practical methods of Arabic teaching (4%) are facing less than 50 percent of teachers.

4. The study shows that the majority of teachers facing students' problems on memorizing vocabulary (70%), textbook activity is not effective to develop good handwriting skill (73%) and textbooks are not attractive to do work (61%). Some teachers reported that textbooks are not useful to develop effective language skills (20%), songs are not rhymes (20%) and the e-content is not available (45%).

5. This study reveals that the majority of teachers face problems with lack of library facility in school (72%), less parental support (70%) and lack of teacher journals and periodicals to develop quality (68%). Less percentage teachers face problems on unavailability of Arabic stories, cartoons etc., (39%), lack of language activities such as quiz, exhibition (45%) and less support from school (28%).

6. Mean difference analysis of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to subgroups based on gender indicates that mean score of problems faced by teachers at Upper Primary Level in teaching Arabic based on gender is not significant even at .05 level (t=0.307, p > .05).

7. Mean difference analysis on problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management indicates that the F value obtained for problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management is 1.205, which is less than the tabled Value (2.93) which is required for significance at .05 level with (3.29) degrees of freedom. Hence the hypothesis, there is no Significant difference in the mean scores of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to the type of management is accepted. It reveals that the hypothesis that there is no significant difference in the problems of teaching at Upper Primary Level in teaching Arabic with respect to type of management such as Government, Aided, CBSE and unaided Kerala syllabus management is accepted.

8. Mean difference analysis of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management indicates that the F value obtained by the Arabic teachers at Upper Primary Level based on type of management is 0.535, which is less than the table Value (3.09) (which is required for significance at 0.05 level with (2, 497) degrees of freedom.) Hence the hypothesis that there is no Significant difference in the mean scores of problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience is accepted.

Tenability of Hypotheses

The tenability of hypothesis is examined in the light of above findings.

The first hypothesis states that *there exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender*. The results showed that there exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to gender. *Thus, the first hypothesis is accepted.*

The second hypothesis states that *there exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management*. The results showed that there exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to type of management. *Thus, the second hypothesis is accepted.*

The third hypothesis states that *there exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience.* The result showed that there exists no significant difference in problems faced by teachers at Upper Primary Level in teaching Arabic with respect to experience. *Thus, the hypothesis is accepted.*

Educational Implications

The investigator conducted the present study with a view to analyze the problems faced by teachers at Upper Primary Level in teaching Arabic by locating the difficult areas of teachers while teaching-learning and to suggest some remedies. This study will help the authorities in giving more stress to the difficult area and in designing teaching-learning experiences to overcome the difficulties.

In the development of Arabic language the teaching-learning process is more important. Because of various reasons most of the teachers are facing difficulties to manage the process effectively. To improve Arabic language learning, pay more attention to developing teaching skills, individual attention of students, training with good methods of teaching, effective and attractive textbooks, a better academic environment, etc., are necessary. The greatest hurdle in the process of Arabic language development is lack of effective verbal or oral practice, ignorance and carelessness. The authority should periodically evaluate the process and product of Arabic language learning. It helps to diagnose the problems and to find solutions. Some of the remedial measures to reduce the observed problems faced by teachers at Upper Primary Level in teaching Arabic are suggested below:

1. Practice the recommendation of Government bodies on teacher-pupil ratio

2. Improve basics of Arabic language learning at LP level

3. Prepare extra games and puzzles along with textbooks to develop vocabulary

4. Ensure in-service teacher training to familiarise new teaching methods and strategies.

5. Implement periodical in-service teacher training programme under BRC, DIET to train effective teaching-learning process

6. Make the textbook more attractive with creative activities, such as puzzles, games.

7. The external activity links, virtual learning possibilities, etc. should be attached with the prescribed text book.

8. Provide special training for teachers to practice and develop good handwriting skills in Arabic language.

9. Provide special training for students at schools to practice and develop good handwriting skills in Arabic language

10. To establish good communication skills among students conduct programmes in Arabic language such as class wise arts fest, inter-class arts fest, etc.,

11. Ensure availability of Arabic story books for beginners and child magazines in the library.

12. To ensure parental support, conduct parental programmes related with the universal scope in Arabic language

13. The authority should evaluate learning process of Arabic language at CBSE schools

14. Implement faculty improvement programmes in schools to develop competitiveness and quality of Arabic teachers.

15. Empower technology based learning in Arabic language studies.

16. Prepare module to develop essential skills of Arabic language.

17. Conduct experimental studies on different methods of Arabic language learning.

Recommendation for Further Study

1. The study can be replicated on a wider sample

2. The study can be replicated with another tool such as interview

3. The study can be conducted on each components separately

4. Same study can be replicated in LP, HS and HSS level

5. A study can be replicated on students sample

6. Same study can be replicated on another language

7. A seminar can be conducted on the same problem

8. A study can be conducted on attitude of Arabic teachers towards techno-pedagogy

9. A study can be conducted on attitude of Arabic teachers towards faculty improvement programme for school teachers

10. A study can be conducted on attitude of B.Ed. students of Arabic optional towards constructivist approach

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APPENDICES

FAROOK TRAINING COLLEGE

DRAFT QUESTIONNAIRE ON PROBLEMS FACED BY TEACHERS AT UPPER PRIMARY LEVEL IN TEACHING ARABIC

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1. Due to the large number of students, the teacher does not have the opportunity to use the communication possibilities of the language

2. Arabic cannot be taught accurately due to lack of teachers or other reasons to teach more classes

3. Teachers are not able to teach different levels of language accurately and precisely

4. Providing in-service training to help teach different levels of the language will enhance the quality of learning

5. It takes time to educate children about the job opportunities of the Arabic language and how to improve their learning style

6. Learning an international language, including Arabic, from an early age today can lead to many opportunities in the future

7. Pre-service teacher training courses make teaching even better

8. As an upper primary Arabic teacher I have to take Arabic class after a lot of homework and preparation

9. Even if engages in other businesses along with teaching Arabic, Arabic teachers have no difficulty in dealing with academic and extracurricular subjects

10. As an Arabic teacher I am able to lead UP head Arabic classrooms with discipline

11. As an Arabic teacher I am not able to maintain a classroom atmosphere where Upper Primary Level Arabic students can ask any kind of questions.

12. Learners love to listen to Arabic stories, sing songs and watch cartoons in Arabic in their spare time.

13. Lack of Arabic language publications in school / class libraries affects the language development of the learners

14. The school holds Arabic exhibitions that provide more reading and enjoyment to Arabic students at the Upper Primary Level.
15. UP head Arabic language learning does not come up in major discussions at school and other general meetings
16. The Arabic language learning, shortcomings and achievements of Upper Primary Level children in school are not included in the main discussion
17. In the modern world, parents are aware of learning the Arabic language and its infinite possibilities
18. In the modern world, other teachers in the school are not aware of the learning of the Arabic language and its infinite possibilities
19. Students studying in UP lack basic knowledge of the language to be acquired at the LP level
20. Learners are interested in participating in Arabic arts festivals
21. Learners complete the worksheets they receive on time
22. Children learning Arabic are interested in speaking Arabic to their teachers
23. The general perception among UP type students is that learning Arabic is very difficult and difficult to learn.
24. During the examination, some students are unable to write in Arabic and instead write the answer in Arabic-Malayalam
25. For children, the Arabic letters are interchangeable and mispronounced
26. Children do not want to learn Arabic words without seeing them
27. Upper Primary Level Arabic students often raise questions related to the lesson in Arabic classes
28. Learners have the opportunity to master and speak Arabic in the classroom
29. Teachers use audio in visual aids class
30. The constructivist in the class is unable to follow the syllabus
31. Each lesson in the Arabic language is taught in class using different methods so that the children can understand it
32. Discussions are often held with other teachers regarding the use of effective methods based on Arabic language lessons
33. The child acquires practical knowledge from school to learn the Arabic language and apply it in life
34. In UP head classrooms, Arabic illustrations are used to quickly understand Arabic lessons

35. As the head Arabic teacher of UP, when presenting a lesson in class, he tries to do the activities given in the textbook in a way that seems effective beyond the method and methods.

36. Lecture method is more convenient for Arabic teachers than the activity method while handling Upper Primary Level Arabic classes.

37. Language labs that make it possible for children to hear in the language are used effectively

38. Activity is often done in class to quickly learn Arabic lessons

39. Not all children fully participate in group-wise activities that prepare them to learn Arabic lessons quickly.

40. Students find the learning activities in the textbooks very interesting

41. Modified textbooks help learners to speak Arabic

42. The dictionary given after the lesson in the test book is being used effectively by the children

43. The absence of Arabic words and expressions in one lesson in the next lessons and classes causes the learner to forget

44. Children do not do the training part given in the textbook to improve their handwriting

45. Arabic students love to learn Arabic lessons as the Upper Primary Level Arabic textbook is colourful and designed to appeal to children

46. Poems in Upper Primary Level textbooks are prepared in such a way that they can be recited in a very melodious manner, making it easy for Arabic teachers to take classes

47. Upper Primary Level Arabic texts are not available as e-content

48. The non-availability of Upper Primary Level Arabic lessons as e-content does not affect the teaching of Arabic teachers

49. UP head Arabic texts are not adapted to the style and situation of the modern world.

50. It is now imperative that the textbook innovation be more focused on Upper Primary Level Arabic students as students who love games and puzzles.

ഫാറൂഖ് ട്രെനിങ് കോളേജ്

യുപി തലത്തിൽ അറബി പഠിപ്പിക്കുന്നതിൽ അദ്ധ്യാപകർ അഭിമുഖീകരിക്കുന്ന പ്രശ്നങ്ങൾ വിശകലനം ചെയ്യുന്ന ചോദ്യാവലി - ഡ്രാഫ്റ്റ്

ശ്രീമതി രജിത കെ.വി.   റസീൽ പി.
അസിസ്റ്റന്റ് പ്രൊഫസർ   എം.എഡ് വിദ്യാർത്ഥി
ഫാറൂഖ് ട്രെനിങ് കോളേജ്   ഫാറൂഖ് ട്രെനിങ് കോളേജ്

1. കുട്ടികളുടെ എണ്ണം അധികം ആയതുകൊണ്ട് ഭാഷയുടെ കമ്മ്യൂണിക്കേഷൻ/വിനിമയ സാധ്യത ഉപയോഗപ്പെടുത്താൻ അദ്ധ്യാപകൻ അവസരം ലഭിക്കുന്നില്ല

2. അറബി പഠിപ്പിക്കാൻ ആവശ്യത്തിന് അധ്യാപകനില്ലാത്തതോ മറ്റോ കാരണം കൂടുതൽ ക്ലാസുകൾ കൈകാര്യം ചെയ്യേണ്ടി വരുന്നത് മൂലം കൃത്യമായി പഠിപ്പിക്കാൻ സാധിക്കുന്നില്ല

3. ഭാഷയുടെ വ്യത്യസ്ത തലങ്ങൾ സൂക്ഷ്മമായും കൃത്യമായും പഠിപ്പിക്കാൻ അധ്യാപകർ പ്രാപ്തരല്ല

4. ഭാഷയുടെ വ്യത്യസ്ത തലങ്ങൾ പഠിപ്പിക്കാൻ സഹായകമായ in-സർവീസ് ട്രെയിനിങ്ങുകൾ നൽകുന്നത് പഠനനിലവാരം ഉയർത്തും

5. അറബി ഭാഷയുടെ ജോലി സാധ്യതകളെക്കുറിച്ചും പഠനരീതി നന്നാക്കുന്നതിന് കുറിച്ച് കുട്ടികളെ ബോധവാന്മാരാക്കാൻ സമയം ലഭിക്കാറുണ്ട്

6. ഇന്നത്തെ കാലത്ത് അറബി ഉൾപ്പെടെയുള്ള അന്താരാഷ്ട്ര ഭാഷ ചെറിയ ക്ലാസ് മുതൽ പഠിക്കുന്നത് ഭാവിയിൽ ഒരുപാട് സാധ്യതകൾ ലഭിക്കാൻ കാരണമാകും

7. പ്രീ സർവീസ് ടീച്ചർ ട്രെയിനിങ് കോഴ്സുകൾ അധ്യാപനം കൂടുതൽ മികച്ചതാക്കുന്നു

8. യുപി തരത്തിലുള്ള അറബി അധ്യാപകൻ എന്ന നിലയിൽ വലിയ home വർക്കിനും തയ്യാറെടുപ്പിനും ശേഷമാണ് ഞാൻ അറബി ക്ലാസെടുക്കാൻ ഉള്ളത്

9. യുപി തല അറബി അധ്യാപനത്തോടൊപ്പം മറ്റ് ബിസിനസുകളിൽ ഏർപ്പെട്ടാലും പാഠ്യ-പാഠ്യേതര വിഷയങ്ങൾ കൈകാര്യം ചെയ്യാൻ അറബി അധ്യാപകർക്ക് പ്രയാസമില്ല

10. യുപി തല അറബി ക്ലാസ് മുറികൾ ഡിസിപ്ലിനോടുകൂടി നയിക്കാൻ അറബി അധ്യാപകനായ എനിക്ക് സാധിക്കുന്നുണ്ട്

11. യുപി തല അറബിക് വിദ്യാർത്ഥികൾക്ക് ഏത് രൂപത്തിലുള്ള സംശയങ്ങളും ചോദിക്കാൻ സാധിക്കുന്ന ക്ലാസ് റൂം അന്തരീക്ഷം നിലനിർത്താൻ അറബിക് അധ്യാപകനായ എനിക്ക് സാധിക്കുന്നില്ല

12. അറബി കഥകൾ കേൾക്കാനും പാട്ടുകൾ പാടാനും ഒഴിവുസമയങ്ങളിൽ അറബിയിലുള്ള കാർട്ടൂണുകൾ കാണാനും പഠിതാക്കൾ ഇഷ്ടപ്പെടുന്നു

13. സ്കൂൾ/ ക്ലാസ് ലൈബ്രറികളിൽ അറബി ഭാഷ പ്രസിദ്ധീകരണങ്ങൾ ഇല്ലാത്തത് പഠിതാക്കളുടെ ഭാഷ വികസനത്തെ ബാധിക്കുന്നു

14. യുപി തലത്തിലുള്ള അറബിക് വിദ്യാർത്ഥികൾക്ക് കൂടുതൽ വായനയും ആസ്വാദനവും ലഭ്യമാക്കുന്ന അറബിക് എക്സിബിഷനുകൾ സ്കൂളിൽ നടത്താറുണ്ട്

15. യുപി തല അറബി ഭാഷാപഠനം സ്കൂളിലും മറ്റു ജനറൽ യോഗങ്ങളിലും പ്രധാന ചർച്ചകളിൽ കടന്നുവരുന്നില്ല

16. സ്കൂളിൽ യു പി തലത്തിലുള്ള കുട്ടികളുടെ അറബി ഭാഷാ പഠനവും പോരായ്മകളും നേട്ടങ്ങളും ഒന്നും പ്രധാന ചർച്ചയിൽ വരുന്നില്ല

17. ആധുനിക ലോകത്ത് അറബി ഭാഷ പഠനത്തെ കുറിച്ചും അതിൻറെ അനന്ത സാധ്യതകളെ കുറിച്ചും രക്ഷിതാക്കൾ ബോധവാന്മാരാണ്

18. ആധുനിക ലോകത്ത് അറബി ഭാഷാ പഠനത്തെ കുറിച്ചും അതിൻറെ അനന്ത സാധ്യതകളെക്കുറിച്ചും സ്കൂളിലുള്ള മറ്റ് അധ്യാപകർ ബോധവാന്മാരല്ല

19. യുപി യിൽ പഠിക്കുന്ന വിദ്യാർത്ഥികൾക്ക് എൽ പി തലത്തിൽ ആർജിക്കേണ്ട ഭാഷയുടെ അടിസ്ഥാന അറിവ് കുറവാണ്

20. അറബി കലോത്സവങ്ങളിൽ പങ്കെടുക്കാൻ പഠിതാക്കൾ താല്പര്യം കാണിക്കുന്നുണ്ട്

21. പഠിതാക്കൾ തങ്ങൾക്ക് ലഭിക്കുന്ന വർക്ക്ഷീറ്റുകൾ സമയബന്ധിതമായി പൂർത്തിയാക്കുന്നു

22. അറബി പഠിക്കുന്ന കുട്ടികൾ അധ്യാപകരോട് അറബിയിൽ സംസാരിക്കാൻ താൽപര്യം കാണിക്കുന്നുണ്ട്

23. അറബി ഭാഷാ പഠനം വളരെ പ്രയാസം നിറഞ്ഞതും പഠിക്കാൻ ബുദ്ധിമുട്ടുള്ളതും ആണെന്നാണ് യുപി തരത്തിലുള്ള വിദ്യാർത്ഥികളുടെ പൊതുവെയുള്ള ധാരണ

24. പരീക്ഷാ വേളയിൽ ചില വിദ്യാർഥികൾ അറബിയിൽ എഴുതാൻ സാധിക്കാതെ പകരം അറബി-മലയാളത്തിൽ ഉത്തരം എഴുതുന്നു

25. കുട്ടികൾക്ക് അറബി അക്ഷരങ്ങൾ പരസ്പരം മാറുകയും തെറ്റായ രീതിയിൽ ഉച്ചരിക്കുകയും ചെയ്യുന്നു

26. അറബി വാക്കുകൾ കാണാതെ പഠിക്കാനും മറ്റും കുട്ടികൾക്ക് താല്പര്യമില്ല

27. യുപി തല അറബി വിദ്യാർഥികൾ അറബി ക്ലാസ്സുകളിൽ പാഠഭാഗവുമായി ബന്ധപ്പെട്ട സംശയങ്ങൾ ഉന്നയിക്കാറുണ്ട്

28. പഠിതാക്കൾക്ക് അറബി ഭാഷ കൈകാര്യം ചെയ്യാനും സംസാരിക്കാനും ക്ലാസ് മുറികളിൽ അവസരം ലഭിക്കുന്നുണ്ട്

29. അധ്യാപകർ ഓഡിയോ വിഷ്വൽ എയ്ഡ്സ് ക്ലാസ്സിൽ ഉപയോഗിക്കുന്നു

30. ക്ലാസിൽ കൺസ്ട്രക്റ്റിവിസ്റ്റ് പാഠ്യ രീതി പിന്തുടരാൻ സാധിക്കുന്നില്ല

31. അറബി ഭാഷയുടെ ഓരോ പാഠഭാഗവും കുട്ടികൾക്ക് മനസ്സിലാവുന്ന നിലയിൽ ക്ലാസിൽ വ്യത്യസ്ത മെത്തേഡുകൾ ഉപയോഗിച്ച് പഠിപ്പിക്കാറുണ്ട്

32. അറബി ഭാഷ പാഠഭാഗങ്ങൾക്കനുസരിച്ചുള്ള ഫലപ്രദമായ മെത്തേഡ് ഉപയോഗിക്കുന്നതുമായി ബന്ധപ്പെട്ട മറ്റു അധ്യാപകരോട് ചർച്ച ചെയ്യാറുണ്ട്

33. അറബി ഭാഷ പഠിക്കാനും ജീവിതത്തിൽ ഉപയോഗപ്പെടുത്താനും തക്ക പ്രായോഗിക ജ്ഞാനം കുട്ടിക്ക് സ്കൂളിൽ നിന്ന് ലഭിക്കുന്നുണ്ട്

34. യുപി തല ക്ലാസ് മുറികളിൽ അറബി പാഠഭാഗങ്ങൾ പെട്ടെന്ന് മനസ്സിലാവാൻ അറബിക് ചിത്രീകരണം നടത്താറുണ്ട്

35. യുപി തല അറബി അധ്യാപകൻ എന്ന നിലയിൽ പാഠഭാഗം ക്ലാസ്സിൽ അവതരിപ്പിക്കുമ്പോൾ ടെക്സ്റ്റ് ബുക്കിൽ കൊടുത്ത ആക്ടിവിറ്റി കൾക്കും മെത്തേഡ് നുമപ്പുറം മറ്റു ഫലപ്രദമെന്ന് തോന്നുന്ന രൂപത്തിൽ ചെയ്യാൻ ശ്രമിക്കാറുണ്ട്

36. യുപി തല അറബി ക്ലാസുകൾ കൈകാര്യം ചെയ്യുമ്പോൾ അറബി അധ്യാപകർക്ക് ആക്ടിവിറ്റി മെത്തേഡ് നെക്കാളും സൗകര്യം ലെക്ചറൽ മെത്തേഡ് ആണ്

37. കുട്ടികൾക്ക് ഭാഷയിൽ കേൾവി സാധ്യമാകുന്ന ലാംഗ്വേജ് ലാബുകൾ ഫലപ്രദമായി ഉപയോഗിക്കുന്നു

38. അറബിക് പാഠഭാഗങ്ങൾ പെട്ടന്ന് മനസ്സിലാക്കാൻ ക്ലാസ്സിൽ ആക്ടിവിറ്റി ചെയ്യാറുണ്ട്

39. അറബിക് പാഠഭാഗങ്ങൾ പെട്ടന്ന് മനസ്സിലാക്കാൻ തയ്യാറാക്കുന്ന ഗ്രൂപ്പ് തിരിച്ചുള്ള ആക്ടിവിറ്റികളിൽ എല്ലാ കുട്ടികളും പൂർണ്ണമായി പങ്കെടുക്കാറില്ല

40. പാഠപുസ്തകങ്ങളിലെ പഠനപ്രവർത്തനങ്ങൾ വിദ്യാർത്ഥികൾ വളരെ താല്പര്യത്തോടെയാണ് കാണുന്നത്

41. പരിഷ്ക്കരിച്ച പാഠപുസ്തകങ്ങൾ പഠിതാക്കളെ അറബി ഭാഷ സംസാരിക്കാൻ സഹായിക്കുന്നു

42. ടെസ്റ്റ് ബുക്കിൽ പാഠഭാഗത്തിന് ശേഷം കൊടുത്ത ഡിഷ്ണറി കുട്ടികൾ ഫലപ്രദമായി ഉപയോഗപ്പെടുത്തുന്നുണ്ട

43. ഒരു പാഠഭാഗത്തുള്ള അറബി പദങ്ങളും പ്രയോഗങ്ങളും അടുത്ത പാഠങ്ങളിലും ക്ലാസ്സുകളിലും ഉണ്ടാവാത്തത് പഠിച്ചത് മറന്നു പോകാൻ കാരണമാകുന്നു

44. കൈയെഴുത്തു നന്നാവാൻ പാഠപുസ്തകത്തിൽ കൊടുത്ത പരിശീലന ഭാഗം കുട്ടികൾ ചെയ്യുന്നില്ല

45. യുപി തലത്തിലുള്ള ഉള്ള അറബി പാഠപുസ്തകം വർണ്ണചിത്രങ്ങൾ ഉള്ളതും കുട്ടികൾക്ക് ഇഷ്ടപ്പെടുന്ന രൂപത്തിലും ഡിസൈൻ ചെയ്തതും ആയതുകൊണ്ട് അറബിക് പാഠങ്ങൾ പഠിക്കാൻ അറബി വിദ്യാർഥികൾക്ക് ഇഷ്ടമാണ്

46. യുപി തലത്തിലെ ടെക്സ്റ്റ് ബുക്കിൽ ഉള്ള കവിതകൾ വളരെ ഈണത്തിൽ ചൊല്ലി കൊടുക്കാൻ തക്ക രൂപത്തിൽ തയ്യാറാക്കിയ കൊണ്ട് അറബി അധ്യാപകർക്ക് ക്ലാസ്സെടുക്കാൻ സൗകര്യമാണ്

47. യുപി തല അറബി പാഠഭാഗങ്ങൾ e-content ആയി ലഭ്യമല്ല

48. യുപി തല അറബി പാഠഭാഗങ്ങൾ e-content ആയി ലഭ്യമല്ലാത്തത് അറബി അധ്യാപകരുടെ അധ്യാപനത്തെ ബാധിക്കുന്നില്ല

49. യുപി തല അറബി പാഠഭാഗങ്ങൾ ആധുനിക ലോകത്തെ രീതിക്കും സാഹചര്യത്തിനും അനുസരിച്ച് യോജിച്ചതല്ല

50. കളികളും പസിലുകളും ഇഷ്ടപ്പെടുന്ന വിദ്യാർഥികൾ എന്ന നിലയിൽ യുപി തല അറബി വിദ്യാർഥികളെ കൂടുതൽ പരിഗണിച്ചുകൊണ്ടുള്ള ടെക്സ്റ്റ് ബുക്ക് നവീകരണം ഇപ്പോൾ അനിവാര്യമാണ്

FAROOK TRAINING COLLEGE

QUESTIONNAIRE ON PROBLEMS FACED BY TEACHERS AT UPPER PRIMARY LEVEL IN TEACHING ARABIC

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Instructions

The following is a questionnaire designed to conduct research on problems faced by teachers in teaching Arabic. The information you provide will not be used for any purpose. It is requested that you provide accurate information for the entire question

Before marking the responses, you should follow the instructions given below:

$\Rightarrow$ The responses can only be marked on a given Google form.

$\Rightarrow$ The Google form should be filled in.

$\Rightarrow$ All questions should be answered.

Questionnaire

1. Do you find it difficult to teach because of the large number of children in the class?

2. Is it difficult to teach Arabic to Upper Primary Level children due to lack of knowledge of Arabic language to be acquired at LP level?

3. Are you getting the audio and visual aids you need to teach Arabic?

4. Do current textbooks not seem to help develop Arabic language skills in students?

5. Can Arabic stories, songs and cartoons be shown in the classroom according to the interests of the students?

6. Does having to deal with more classes with a shortage of Arabic teachers affect teaching?

7. Is it possible to check the worksheets provided to the learners in a timely manner?

8. Do you find it difficult to use audio visual aids in teaching?

9. Do forgetting Arabic words and expressions make it difficult to continue learning?

10. Does the shortage of Arabic language publications in school / class libraries affect teaching?

11. Does the lack of pre-service teacher training affect teaching?

12. Is it possible to speak Arabic with children in between teaching?

13. Is it possible to fully follow the constructivist curriculum in teaching?

14. Is it difficult for children to improve their handwriting if they do not do the training parts given in the textbook exactly?

15. Having any difficulty in organizing extracurricular activities for Arabic language development? (Quiz Exhibition etc)

16. Do Upper Primary Level students need more preparation due to lack of knowledge of Arabic language?

17. Do students have to be compelled to write exams in Arabic?

18. Is it possible to use different teaching strategies to make learning more effective?

19. Do you find it difficult to recite the poems in the textbook?

20. Does lack of parental support adversely affect teaching?

21. Is it possible to pay special attention to each student in the class?

22. Does it take more effort to teach students the pronunciation of Arabic letters?

23. Does the class pay attention to impart practical knowledge to the children to learn and apply Arabic in life?

24. Does the unavailability of textbooks as e-content affect teaching?

25. Do you feel that you have not got enough support from school about Arabic language learning?

26. Is it possible to completely dispel the doubts raised by the children in the class?

27. Is the lack of interest of children to memorize Arabic words making teaching difficult?

28. Do students in the class have difficulty in performing activities due to lack of knowledge of Arabic language?

29. Do children have to be forced to do more of the learning activities given in the textbooks?

30. Does the lack of journals, seminars, etc. that teachers need to excel in their language subject and teaching affect teaching?

ഫാറൂഖ് ട്രെനിങ് കോളേജ്

യുപി തലത്തിൽ അറബി പഠിപ്പിക്കുന്നതിൽ അദ്ധ്യാപകർ അഭിമുഖീകരിക്കുന്ന പ്രശ്നങ്ങൾ വിശകലനം ചെയ്യുന്ന ചോദ്യാവലി

ശ്രീമതി രജിത കെ.വി. റസീൽ പി
അസിസ്റ്റന്റ് പ്രൊഫസർ എം.എഡ് വിദ്യാർത്ഥി
ഫാറൂഖ് ട്രൈനിങ് കോളേജ് ഫാറൂഖ് ട്രൈനിങ് കോളേജ്

അറബി അധ്യാപകർ അധ്യാപനത്തിൽ നേരിടുന്ന പ്രശ്നങ്ങൾ എന്ന വിഷയത്തിൽ പഠനം നടത്തുന്നതുമായി ബന്ധപ്പെട്ട ചില ചോദ്യങ്ങൾ ഗൂഗിൾ ഫോമിൽ നൽകുന്നു.

താഴെ കൊടുത്ത ലിങ്കിൽ ക്ലിക്ക് ചെയ്ത് ഇതോടൊപ്പമുള്ള ഗൂഗിൾ ഫോം പൂരിപ്പിച്ചു നൽകണമെന്ന് അഭ്യർഥിക്കുന്നു. താങ്കൾ നൽകുന്ന വിവരങ്ങൾ തികച്ചും കോൺഫിഡൻഷ്യലായി അക്കാദമിക ആവശ്യത്തിന് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ.

പ്രതികരണങ്ങൾ അടയാളപ്പെടുത്തുന്നതിന് ചുവടെ നൽകിയിരിക്കുന്ന നിർദ്ദേശങ്ങൾ ശ്രദ്ധിക്കുക;

⇒ തന്നിരിക്കുന്ന ഗൂഗിൾ ഫോമിലാണ് പ്രതികരണങ്ങൾ അടയാളപ്പെടുത്തേണ്ടത്.

⇒ എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം നൽകണം.

ചോദ്യാവലി

1. ക്ലാസിൽ കുട്ടികളുടെ എണ്ണം കൂടുതലായതുകൊണ്ട് അധ്യാപനത്തിന് ബുദ്ധിമുട്ട് നേരിടുന്നുണ്ടോ?

2. എൽ പി തലത്തിൽ ആർജിക്കേണ്ട അറബി ഭാഷയുടെ പരിജ്ഞാനക്കുറവു കൊണ്ട് യുപി തലത്തിലെ കുട്ടികളെ അറബി പഠിപ്പിക്കാൻ ബുദ്ധിമുട്ട് നേരിടേണ്ടി വരുന്നുണ്ടോ?

3. അറബിഭാഷാ പഠനത്തിന് ആവശ്യമായ ഓഡിയോ വിഷൽ എയ്ഡ്സ് ലഭിക്കുന്നുണ്ടോ?

4. നിലവിലെ പാഠപുസ്തകങ്ങൾ അറബി ഭാഷ നൈപുണികൾ വിദ്യാർത്ഥികളിൽ വളർത്താൻ സഹായകമല്ലന്ന് തോന്നുന്നുണ്ടോ?

5. അറബി കഥകൾ പാട്ടുകൾ കാർട്ടൂണുകൾ എന്നിവ വിദ്യാർത്ഥികളുടെ താൽപര്യത്തിനനുസരിച്ച് ക്ലാസ്സിൽ പ്രദർശിപ്പിക്കാൻ സാധിക്കുന്നുണ്ടോ?

6. അറബിക് അദ്ധ്യാപകരുടെ കുറവു കൊണ്ട് കൂടുതൽ ക്ലാസുകൾ കൈകാര്യം ചെയ്യേണ്ടി വരുന്നത് അധ്യാപനത്തെ ബാധിക്കുന്നുണ്ടോ?

7. പഠിതാക്കൾക്ക് നൽകുന്ന വർക്ക് ഷീറ്റുകൾ സമയബന്ധിതമായി പരിശോധിക്കാൻ സാധിക്കാറുണ്ടോ?

8. അദ്ധ്യാപനത്തിൽ ഓഡിയോ വിഷൽ എയ്ഡ്സ് ഉപയോഗിക്കാൻ പ്രയാസം നേരിടുന്നുണ്ടോ?

9. അറബി പദങ്ങളും പ്രയോഗങ്ങളും മറന്നുപോകുന്നത് തുടർപഠനത്തിന് ബുദ്ധിമുട്ട് സൃഷ്ടിക്കുന്നതായി തോന്നുന്നുണ്ടോ?

10. സ്കൂൾ / ക്ലാസ് ലൈബ്രറികളിലെ അറബി ഭാഷാ പ്രസിദ്ധീകരണങ്ങളുടെ ദൗർലഭ്യം അധ്യാപനത്തെ ബാധിക്കുന്നുണ്ടോ?

11. പ്രീ സർവീസ് ടീച്ചർ ട്രെയിനിങ്ങിന്റെ അഭാവം അധ്യാപനത്തെ ബാധിക്കുന്നുണ്ടോ?

12. അധ്യാപനത്തിന് ഇടയിൽ കുട്ടികളെക്കൊണ്ട് അറബിയിൽ സംസാരിപ്പിക്കാൻ സാധിക്കാറുണ്ടോ?

13. അധ്യാപനത്തിൽ ജ്ഞാനനിർമ്മിതി പാഠ്യ രീതി പൂർണമായും പിന്തുടരാൻ സാധിക്കുന്നുണ്ടോ ?

14. പാഠപുസ്തകത്തിൽ കൊടുത്തിട്ടുള്ള പരിശീലന ഭാഗങ്ങൾ കൃത്യമായി കുട്ടികൾ ചെയ്യാതിരിക്കുന്നത് അവരുടെ കയ്യെഴുത്തു നന്നാക്കുന്നതിന് പ്രയാസം സൃഷ്ടിക്കുന്നുണ്ടോ?

15. അറബി ഭാഷാ പോഷണത്തിന് പാഠ്യേതര പ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കുന്നതിൽ പ്രയാസങ്ങൾ നേരിടുന്നുണ്ടോ?
(ക്വിസ് എക്സിബിഷൻ etc)

16. യുപി തലത്തിലെ കുട്ടികൾക്ക് അറബി ഭാഷ ജ്ഞാനം കുറവായതുകൊണ്ട് കൂടുതൽ തയ്യാറെടുപ്പുകൾ ആവശ്യമായി വരാറുണ്ടോ?

17. പരീക്ഷകൾ അറബിയിൽ തന്നെ എഴുതുന്നതിന് വിദ്യാർത്ഥികളെ നിർബന്ധിക്കേണ്ടി വരാറുണ്ടോ?

18. പഠനം കൂടുതൽ ഫലപ്രദമാക്കാൻ വ്യത്യസ്ത അദ്ധ്യാപനതന്ത്രങ്ങൾ ഉപയോഗിക്കാറുണ്ടോ ?

19. പാഠപുസ്തകത്തിലെ കവിതകൾ ഈണത്തിൽ ചൊല്ലി കൊടുക്കുന്നതിന് പ്രയാസം അനുഭവപ്പെടാറുണ്ടോ?

20. 4രക്ഷിതാക്കളുടെ പിന്തുണ ഇല്ലായ്മ അധ്യാപനത്തിന് പ്രതികൂലമായി ബാധിക്കുന്നുണ്ടോ?

21. ക്ലാസിൽ ഓരോ വിദ്യാർത്ഥിയെയും പ്രത്യേകം ശ്രദ്ധിക്കാൻ സാധിക്കാറുണ്ടോ?

22. വിദ്യാർത്ഥികളെ അറബി അക്ഷരങ്ങളുടെ ഉച്ചാരണം പഠിപ്പിക്കുന്നതിന് കൂടുതൽ ശ്രമം ആവശ്യമായി വരാറുണ്ടോ?

23. അറബി ഭാഷ പഠിക്കാനും ജീവിതത്തിൽ ഉപയോഗപ്പെടുത്താനും തക്ക പ്രായോഗിക ജ്ഞാനം കുട്ടികൾക്ക് ലഭ്യമാക്കാൻ ക്ലാസിൽ ശ്രദ്ധിക്കാറുണ്ടോ?

24. പാഠപുസ്തകങ്ങൾ ഇ-കണ്ടന്റ് ആയി ലഭ്യമല്ലാത്തത് അധ്യാപനത്തെ ബാധിക്കുന്നുണ്ടോ?

25. അറബി ഭാഷക്ക് വേണ്ട പരിഗണന സ്കൂളിൽ നിന്നും ലഭിക്കുന്നില്ല എന്ന് തോന്നുന്നുണ്ടോ?

26. ക്ലാസിൽ കുട്ടികൾ ഉന്നയിക്കുന്ന സംശയങ്ങൾ പൂർണമായി ദൂരീകരിച്ച് കൊടുക്കാൻ സാധിക്കാറുണ്ടോ?

27. അറബി വാക്കുകൾ കാണാതെ പഠിക്കുന്നതിനുള്ള കുട്ടികളുടെ താല്പര്യമില്ലായ്മ അധ്യാപനത്തിൽ ബുദ്ധിമുട്ട് സൃഷ്ടിക്കുന്നുണ്ടോ?

28. ക്ലാസിൽ വിദ്യാർത്ഥികൾക്ക് അറബി ഭാഷാ പരിജ്ഞാനം കുറവായതുകൊണ്ട് പ്രവർത്തനങ്ങൾ ചെയ്യിപ്പിക്കുന്നതിന് ബുദ്ധിമുട്ട് നേരിടേണ്ടി വരാറുണ്ടോ?

29. പാഠപുസ്തകങ്ങളിൽ കൊടുത്ത പഠന പ്രവർത്തനങ്ങൾ ചെയ്യാൻ കുട്ടികളെ കൂടുതലായി നിർബന്ധിക്കേണ്ടി വരാറുണ്ടോ?

30. അധ്യാപകർക്ക് തങ്ങളുടെ ഭാഷാ വിഷയത്തിലും അധ്യാപനത്തിലും ഉയരാൻ ആവശ്യമായ ജേർണലുകൾ, സെമിനാറുകൾ, etc ഇല്ലാത്തത് അധ്യാപനത്തെ ബാധിക്കുന്നുണ്ടോ?

RESPONSE SHEET

1.	Yes ☐	No ☐	16.	Yes ☐	No ☐
2.	Yes ☐	No ☐	17.	Yes ☐	No ☐
3.	Yes ☐	No ☐	18.	Yes ☐	No ☐
4.	Yes ☐	No ☐	19.	Yes ☐	No ☐
5.	Yes ☐	No ☐	20.	Yes ☐	No ☐
6.	Yes ☐	No ☐	21.	Yes ☐	No ☐
7.	Yes ☐	No ☐	22.	Yes ☐	No ☐
8.	Yes ☐	No ☐	23.	Yes ☐	No ☐
9.	Yes ☐	No ☐	24.	Yes ☐	No ☐
10.	Yes ☐	No ☐	25.	Yes ☐	No ☐
11.	Yes ☐	No ☐	26.	Yes ☐	No ☐
12.	Yes ☐	No ☐	27.	Yes ☐	No ☐
13.	Yes ☐	No ☐	28.	Yes ☐	No ☐
14.	Yes ☐	No ☐	29.	Yes ☐	No ☐
15.	Yes ☐	No ☐	30.	Yes ☐	No ☐