Assessment of the Implementation of Recommended Teaching and Evaluation Methods of NCE Arabic Language Curriculum in Colleges of Education in North Western Nigeria

Authors : Hamzat Shittu Atunnise

Abstract : This study on Assessment of the Implementation of Recommended Teaching and Evaluation Methods of the Nigeria Certificate in Education (NCE) Arabic Language Curriculum in Colleges of Education in North Western Nigeria was conducted with four objectives, four research questions and four null hypotheses. Descriptive survey design was used and the multistage sampling procedure adopted. Frequency count and percentage were used to answer research questions and chi-square was used to test all the null hypotheses at an Alpha 0.05 level of significance. Two hundred and ninety one subjects were drawn as sample. Questionnaires were used for data collection. The Context, Input, Process and Product (CIPP) model of evaluation was employed. The study findings indicated that: there were no significant difference in the perceptions of lecturers and students from Federal and State Colleges of Education on the following: extent of which lecturers employ appropriate methods in teaching the language and extent of which recommended evaluation methods are utilized for the implementation of Arabic Curriculum. Based on these findings, it was recommended among other things that: lecturers should adopt teaching methodologies that promote interactive learning; Governments should ensure that information and communication technology facilities are made available and usable in all Colleges of Education; Lecturers should vary their evaluation methods because other methods of evaluation can meet and surpass the level of learning and understanding which essay type questions are believed to create and that language labs should be used in teaching Arabic in Colleges of Education because comprehensive language learning is possible through both classroom and language lab teaching.
Keywords : assessment, arabic language, curriculum, methods of teaching, evaluation methods, NCE
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