

THE DIFFICULTIES IN PREPARING QUALIFIED ARABIC LANGUAGE TEACHERS IN NINGXIA, CHINA

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Abstract: Arabic is the language of the Arabs and belongs to the flash language language-Semite language family. All used Arabic letters are mainly used in West Asia and North Africa and are now the official languages of 18 Arab countries and 4 international organizations. There are more than 400 million people in the world with Arabic as the official language, and Arab slang is more of a religious language in Islam. There are many Arabic dialects in different parts of the world and the differences are relatively large. Arabic is considered to be the most difficult language to learn in the world, just like Chinese. For beginners, it is hard to learn by self-study. Many Arabic teachers also have many difficulties in the process of teaching. This article allows us to sum up and summarize in detail, and find the solution afterwards.

Keywords: Arabic Language, Arabic Teachers, Difficulties in The Process of Teaching

Introduction

Arabic language is widely spoken by more than 300 million people in the North Africa and Middle East and it was oldest language. Arabic has been used for religious language by all Muslims in the world (Chejne; 1969; Al-Janabi, 1995; Saliba, 1995; Versteegh, 2006; Wahba, 2014). The language itself so rich, expressive and takes its beauty from the Quran language. Muslims from Pakistan, Malaysia, china, Senegal etc leaned various levels of proficiency as liturgical language. The countries where Arabic language are spoken Algeria, Yemen, Saudi Arabia, Libya, western Sahara, Eritrea, Jordan, Lebanon, Somalia, Tunisia, Morocco, Kuwait, Bahrain, Iraq, Syria, Comoros, Djibouti, Oman, Israel, Lebanon, Chad, Qatar, Mauritania, Palestine UAE, and Sudan. There are regional dialects in Arabic language, Levantine Arabic

(Lebanon, Syria, Jordan and Palestine/Palestinians in Israel), and Iraqi/Gulf Arabic and Arabic of the Maghreb (North Africa), Egyptian Arabic (Egypt and the Sudan).

Moreover, in spite the influence of the Arabic in the Middle East and North Africa, Islam has been considered as new world religion that come to republic of China. The Islam came to China after Christianity and Buddhism had been existence (Dejun & Liangyue, 2013; Huff, 2017). The Arab Muslims who engage in trading began to arrive in China during the Tang Dynasty (618 - 907), and in fact two hundreds of thousands of Muslims came into the Yuan Empire (1271 - 1368) by the Mongols. Interestingly, numerous Mongol leaders converted and the religion spread quickly in Central Asia by Muslim conquest of the nomadic tribes and empires between Arabia and China (Dejun & Liangyue 2013). In 1910, Muslims in republic of China were estimated about 1 or 2 percent of population approximately 7 million people.

In addition, as found in historical record of republic of china, Zhang Xiang was the first person who brought Islam into china during the period of Han Dynasty. Zhang Xiang was given assignment on diplomatic mission to the western regions then. When Islam was brought, people of China began to use Arabic language and learn it (Dejun & Liangyue, 2013, Israel, 2002). Arabic in China is not only restricted to religious purpose such as mosques but Chinese still able to learn and read it. After some decade, Chinese scholars tends tend to grow in Arabic knowledge and many books on Arabic language were printed in area of rhetoric, grammar and morphology which pave way for strong Arabic language in china.

Statement of the problem

Arabic is considered as oldest language mostly speaks by Arab the globe with over more 300 million people. Muslims have classified Arabic language as divine language and through its messages was sent to Prophet Mohammed. Arabic language has been studied in China for liturgical as well for academic purpose. More so, there are 10 Muslims ethnic groups in republic of china. Ningxia was autonomous region with a great number of Muslims and Chinese is the official language. The Hui people from Ningxia propagate the religion of Islam to other regions in the country. Ningxia Muslims is the representative of Muslims Chinese in connecting China with Islamic world as well as entire Europe.

Despite the roles play by Ningxia Muslims in the propagation of Islam. The schools built for teaching and learning was not functioning in a real sense. It has been observed that teachers employed to teach Arabic language in secondary schools in Ningxia are lacking in the knowledge of the Arabic. The curriculum and methods of teaching were out of date. Some teachers find it very difficult to interpret from Arabic words to China language. There were used of colloquialism and vernacular Arabic with does not meet the development taking place in area language curriculum (ISESCO, 2017). The learners failed the Arabic examination due to incompetency teachers that were employed by the government. Likewise, the parents of the learners and Hulama in Ningxia pointed accusing finger on teachers for impacting accurate knowledge on their children. As a matter of fact, Teaching Arabic in non-native schools requires teachers who have the knowledge and skills which is required.

Research Objectives

This study will formulate the objectives for the difficulties in preparing qualified Arabic language teachers in Ningxia, China. They are:

- Ro1:** To determine the suitable of Arabic textbooks use by Arabic teachers in Ningxia, China.
- Ro2:** To determine the quality of professional training of Arabic teachers in Ningxia, China.
- Ro3:** To investigate the level of commitment of Arabic teachers towards teaching of Arabic language in Ningxia, China.
- Ro4:** To determine the using of correct standard of Arabic language among the Arabic teachers in Ningxia, China.

Research Questions

This following research questions will be formulated for this research which include the following:

- RQ1:** What are the types of suitable textbooks use to teach Arabic languages by teachers in Ningxia, China?
- RQ2:** What are the levels of quality professional training possess by Arabic teachers to teach Arabic language in Ningxia, China?
- RQ3:** what are the Arabic teachers' commitments to teach Arabic language in Ningxia, China?
- RQ4:** Does Arabic teachers use correct standard of Arabic language in Ningxia, China?

Research Hypothesis

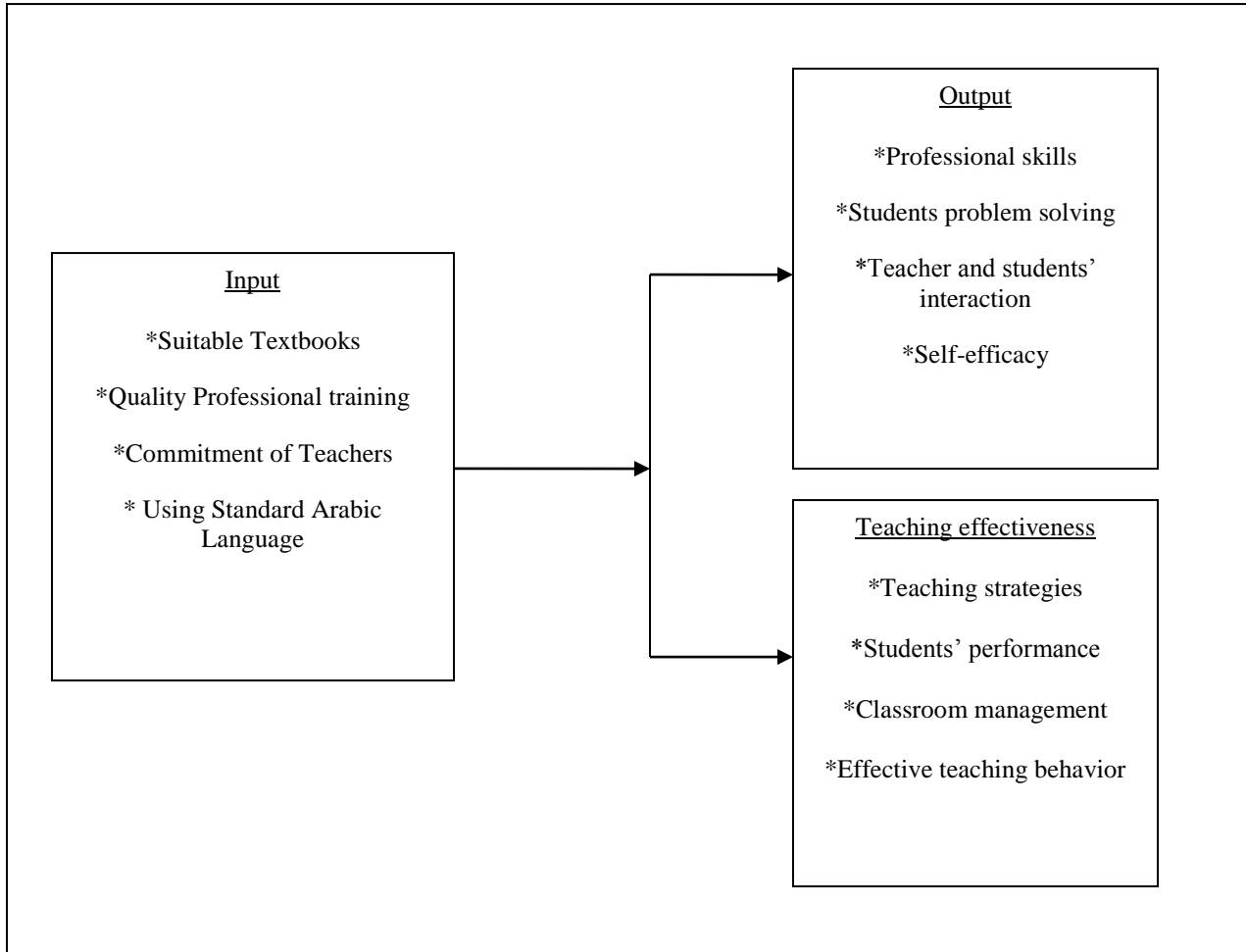
Having identified the research objectives and research questions, research hypotheses will be formulated in this way. They include:

- RH1:** There is no significant relationship between the suitable of textbooks use by Arabic teachers' and the difficulties to produce teachers of Arabic.
- RH2:** there is no significant relationship between quality professional training Arabic teachers and the difficulties to produce teachers of Arabic.
- RH3:** there is no significant relationship between the Arabic teachers' commitment and the difficulties to produce teachers of Arabic.
- RH3:** there is not significant relationship between the use of correct standard of Arabic language and difficulties to produce teachers of Arabic.

Conceptual Framework

Conceptual framework for this current study comes from literature that was synthesized. This framework tries to describe how the difficulties of not producing qualified teacher in Ningxia can ameliorate. It is believed that teachers that are adequately equipped with necessary skills and knowledge will definitely be productive. Therefore, this model will give an explanation on how skills and knowledge will be acquired by the teachers.

Figure 1.1 conceptual framework



This present study will serve as benefits for Ningxia region to design a mechanism to reduce the difficulties that hinder the production of qualified Arabic teachers. This will make them to understand that instructional resources that will improve the quality of teachers are paramount.

Again, this study will draw the attention of republic of china to come need of teachers of Arabic by providing instructions aids that will transform the teacher to produce quality students. The availability of instructional aids determines the quality of teachers to be produce in the country.

In the same manner, the outcome of this study will inform both ningxia region and republic of china to provide professional development for teachers of Arabic. This professional development will keep teachers of Arabic abreast of latest information needed for the teaching and learning.

Limitations of the Study

This study is to investigate the difficulties in preparing qualified Arabic teachers in Ningxia, China. This study will cover only Ningxia autonomous region because China is very big to be

cover. Also, Ningxia region is dominated by Muslim group and where many Islamic schools can be found. Thus, this study will not cover other regions that operated china schools.

Operational Definitions

Arabic teacher: this study conceptualizing Arabic teachers as people who had gone to training institutions to acquire knowledge and skills of Arabic language. The study used teachers as unit of analysis.

Ningxia: in this study, Ningxia refers to autonomous region where Islam is fully practice. This region is dominated by Muslims where Muslims schools can be found and is the location of this study.

Qualified teacher: qualified teacher in this study is the teacher that had acquired requisite skills and knowledge of the subject, attending professional development and able to utilize instructions aids to teacher students in a classroom situation.

Instructional aids: instructional aids refer to items that improve teaching and learning. Instructional aids assist the learners on details on what teacher is teaching in the class and to clarify the idea and it save time.

Islamic religion: in the study, Islamic religion is the religion of peace and submission to only one God. The followers of Islamic region are call Muslims and who follow path of Prophet Muhammad also call Sunni.

Summary

This study has given the introduction on difficulties in preparing qualified Arabic language teachers in Ningxia, china. Next, other areas highlighted in this study are as follow: problem statement, research objectives, and research questions. The study also explained conceptual framework, and operational definitions which are shown in Figure 1.2. The next chapter which literature review will be discussing related variables to the study.

Literature Review

Meaning of Education

Education is the process of facilitating learning or imparting the skills, values, knowledge, habits and beliefs that are transfer from one person to the other (Aluede, 2006).

Significance of Education to National Development

Education has developed the culture of productivity by making an individual to detect the talent in them and apply it to the existing knowledge and skills for executing a particular work. In this situation education trained people to be relevant to themselves and the society where they exist (Ajayi & Afolabi, 2009). Thus, they use the talent they have to transform that society. Also, education has developed the values in person that make them a good citizen in area like, dedication, selflessness, tolerance, honesty and industrious (Maekae, 2013). All these mentioned items could be imparted through education one's expose to.

Concept of Teacher

Teacher is a person that teaches in school. Teacher is someone who is endowed or trained in some particular knowledge, tasks, attitude and instructs or passes the learners in such area of capability and ability within confinement of a classroom either virtual or physical (Oyeleke et al., 2013).

The Instructional Roles of Teachers in Classroom

Teacher a counselor: the teacher performed the work of counselor in a school environment. The counseling services which teachers render are reading habit and styles, health and sexual behavior, social interaction among classmates, juvenile delinquent traits, choice of subject, and behavioral adjustment (Oyeleke, 2013). These are the duties of professional counselor thus; serious issues are referring to school counselor.

Teacher as a role model: students look up to her and naturally copy her disposition, values and mannerism. Makinde (2005) held that teachers' leadership consist of living as a role model, giving the school direction, having an overview of school program, creating standards and making "strong" decisions. Teacher could be called parapsychologist in a way that, he must understand individual differences, feelings, maturation level, expectation and need.

Concept of Islamic Religion

The Islamic religion simply means the surrender or submission to the almighty God. Islam on the other hand means the peace which the root came from "salaam". Islam is regarded as an abrahamic monotheistic religion teaching that there is only one God to be worship but Prophet Muhammad is the servant of Allah (Esposito, 2004).

Role of Arabic in the Development of the Nation

The role the Arabic language in the country is countless and innumerable. Arabic as a language has connected one country to another country in an area of transformation.

Religion

Religion has been defined as ontological, physiological, ethical, anthropological, sociological, political cosmological and archaeotological. The general definition of religion is the worship, practice, belief and system of faith that make contribution to human aspect of life (Ayuba, 2012). The religion comes from *religio* that means to *bind*. This means connect mankind to the truth. Further, Arabic language has instilled fear of God in the minds of followers because the Arabic as a course tells people to respect the elders, parents, teachers and God almighty.

Education

As we know that education prepare nation for scientific, political, technological and cultural process (Ayuba, 2007). As Arabic language is concern, it is regarded as medium of formal education like western education. Some of scholars of Arabic language had made people to realize that study Arabic as a course in institutions will make people to get more blessing from Allah.

Economy

Arabic language has been noted as the commercial language for many years. As mentioned in the introduction of this research, it has linked China with other Arab countries. In fact, it has bound commercial activities and improves economy of China. The introduction of Arabic language has made some of the Arab nations to establish more industries and scholarship in non-native Arabs.

Diplomatic Relationship

Diplomacy relationship can be defined as the practices in which one country conducts mutual relationship with another country. This means that when countries interact with one another, there will be huge benefits like economic, technology, scientific and political.

Socio-Psychology

As we know that Arabic has developed literature that shows in the life of Arab people. The students have learned many Arabic poetic verses that inculcate sincerity, generosity, self-reliance and bravery. Arabic language as a discipline has been used to write numerous works starting from health education and ethics to sociology, public administration and political science, economic, Islamic jurisprudence and acts of worship. It has been introduced to schools to educate male, female and society as well.

Nature of Muslims Minorities in China

The population of China was accounted for 1.3 billion with 55 minorities which make up of only 8.4 percent population. The total number of Muslims accounted for 1.7 percent out of the total population of China (Lee, 2015). Based on this data, there were 10 Muslim minorities which include Tatar, Dongxiang, Tajik, Hui, Kirgiz, Uzbek, Bonan, Kazak, Salar and Uyghur. The Uyghur and Hui have a fast majority which accounted for more than 10 million. Likewise, the remaining 8 minorities have only 0.1 percent in population (Ping, 2005, Lee, 2015). Therefore, Muslims can be found in the Northwestern region with 30% population that comprises Qinghai, Shaanxi and Gansu and two independent regions (Xinjiang and Ningxia).

Objectives of studying Arabic as a Language in Ningxia, China

1. China can exchange experiences and ideas and, in fact, can benefit tremendously in the area of petro-chemical industry through interaction with the Arab countries which have recorded giant strides in the area.
2. China belongs to some international organizations where Arabic is a working language.

History of Arabic Language in China

The Arabic language came to China during the time of Han regime. From his time has become a recognized religion in China. Zhang Xian was the first person that brought Islam to China under the period of Han dynasty when he was assigned a task in western region (Dejun, 2013). After that, during the period of Yuan Dynasty (A. D1271-A. D1368), Qing Dynasty (A. D1644-A. D1911), Tang Dynasty (A. D618-A. D907), Ming Dynasty (A. D1368-A. D1644) and Tang Dynasty (A. D618-A. D907), the Chinese kept learning Arabic language and use them for so many reasons. During the important time, Arabic was used for religious reasons specially to preach inside the mosque. However, growing bodies of scholars in Arabic tend to increase and more learning materials can be found in the community.

Existence of Arabic in Chinese community

The Arabic into Chinese community can traceable to the period of eminent scholar from Egypt like Abdul Raman Nachun (1910-2008) and Prof late Mohammed McCain (1906 m-1978 m). During their time they made important role in the development of Arabic language in China society. When the republic of China was created in 1949, the language of Arabic was established in the university's curriculum. This served as the monumental period for Arabic and many universities adopted the use of Arabic language in their curriculum. As the China republic was established fully, the department for teaching Arabic was created in university of Beijing. Teaching of Arabic has become a crucial development in universities. However, Shanghai university of international studies, Beijing university, the university of foreign language in Beijing as well as many universities have contributed immensely to the teaching of Arabic language. Some of these universities had produced numerous students in area of qualified Arabic language. They produced quite number of textbooks, Arabic literature dictionaries. Advance methods of teaching Arabic language tend to increased. Many books of Arabic were printed and distributed throughout China republic.

Related Studies on Problem of Arabic Teachers by Researchers

Many literatures have been investigated on the problem of Arabic language in different non-native countries. Ghani, Hashim, Shaadon & Mustapa (2012) investigated the purpose of reading Arabic text and the problems faced: a preliminary survey at the faculty of Islamic studies. The findings of the study revealed that arabic text are the problems which are caused by attitude, problems related to text and having no knowledge of critical reading technique. Also, another study was examined by Dajani, Mubaideen & Omari (2014) on difficulties of learning Arabic for non-native speakers in Jordan. The type of research was conceptual paper but the study further indicated that difficulties in Arabic language related to teachers' characteristics, learners' characteristics and the program.

Challenges Facing Chinese Arabic Teacher in Ningxia

Arabic language could describe as language of the holy Quran. It was the language spoken by millions of people in the world. Arabic language has faced lot problems especially in Ningxia. This is because it is not the official language of China, little attentions are given to it. Some of the challenges not to produce Arabic teachers are summarized below.

Inadequate of Instructional Materials

Quality training for teacher of Arabic language teachers will have significant benefits to them so that the competency to handle the job will be increase.

Government Attitude towards Arabic Language

The using of correct Arabic standard in the classroom can lead to produce quality and qualified teachers in China. Teachers of Arabic language should be equipped with necessary materials that will make them to be proficiency when teaching students (ISESCO, 2017).

Scarcity of Suitable Textbooks

Training Arabic language teachers on the implementation of the best teaching practices in their classrooms, which entail speaking standard Arabic, adopting cooperative approach, applying the four reading types, and what is known as the reading workshop and the writing workshop,

(ISESCO, 2017) holding individual meetings and implementing the standard-based learning and the literature-based learning, etc.

Curriculum/Syllabus Problem

Teachers of Arabic language should train on how to use extra cognitive skills that will make them to think about classroom practices on daily basis is fundamental.

Pronunciation Problem

The teachers of Arabic language should be given the opportunities to share ideas, opinion with their colleagues on assessment methods or teaching process. When this is done, we believed teachers of Arabic language will be improved (ISESCO, 2017).

Qualified Teachers

Train Arabic language teachers in Arabic at the hands of skilled trainers, specialized in education and language teaching (ISESCO, 2017). To save both time and money, schools should adopt the “Training of trainers” model, which rests on experts’ training a sufficient number of teachers and supervisors within a school district who, in turn, will train Arabic language teachers at different school levels.

Students’ Factors

Providing schools with trainers on reading skills in every school, who will be entrusted with the training of teachers in schools on developing their practices and the teaching methods they are using.

Strategies to Develop Qualified Teacher of Arabic Language in Ningxia

Quality Training

Quality training for teacher of Arabic language teachers will have significant benefits to them so that the competency to handle the job will be increase.

Using Correct Standard Arabic Language:

The using of correct Arabic standard in the classroom can lead to produce quality and qualified teachers in China. Teachers of Arabic language should be equipped with necessary materials that will make them to be proficiency when teaching students (ISESCO, 2017).

Creating of Best Practices

Training Arabic language teachers on the implementation of the best teaching practices in their classrooms, which entail speaking standard Arabic, adopting cooperative approach, applying the four reading types, and what is known as the reading workshop and the writing workshop, (ISESCO, 2017) holding individual meetings and implementing the standard-based learning and the literature-based learning, etc.

Uses of Extra Cognitive Skills

Teachers of Arabic language should train on how to use extra cognitive skills that will make them to think about classroom practices on daily basis is fundamental. They should think before the class, think during the class and think after the class (pedagogical act) (ISESCO,

2017). So, they will learn through teaching (learning by teaching), so that teaching will become facilitating tools for the learning process.

Exchanging of Ideas

The teachers of Arabic language should be given the opportunities to share ideas, opinion with their colleagues on assessment methods or teaching process. When this is done, we believed teachers of Arabic language will be improved (ISESCO, 2017).

Training under Qualified Trainers

Train Arabic language teachers in Arabic at the hands of skilled trainers, specialized in education and language teaching (ISESCO, 2017). To save both time and money, schools should adopt the “Training of trainers” model, which rests on experts’ training a sufficient number of teachers and supervisors within a school district who, in turn, will train Arabic language teachers at different school levels.

Providing Trainers that Reading Skills

Providing schools with trainers on reading skills in every school, who will be entrusted with the training of teachers in schools on developing their practices and the teaching methods they are using, in addition to helping teachers search for learning sources, model some classrooms teaching, or participate in collaborative learning (ISESCO, 2017).

Creating Excellent Arabic Teachers

Providing a proper training to Arabic language teachers on how to use the findings of studies and pedagogical research relating to reading skills in order to improve their classroom practices and students’ learning (ISESCO, 2017).

Suitable Textbooks

Quality and suitable text is fundamental in order to have qualified teachers of Arabic language in Ningxia, China. There should be textbooks related or compatible with China context. The Muslims scholars and academician should try as much as possible to device means of producing local books on Arabic language. Some of these foreign books are purposely created for their environment not China context.

Step to Teach Arabic Language to Non-Native Arab in Ningxia, China.

Planning for Instruction

Teacher of second language must be effective planners since teaching and learning depend on it. According to met (1994) posited that planning in the school required thinking and it is most vital element for successful teaching.

Planning Content Lessons that contain Language Objectives

Teachers must see the content lesson as language lesson. It is necessary for teachers to see that language lesson is a privilege to improve students’ concept and cognition. Met (1994) opined two language objectives which teachers teaching another language can explore.

Planning Instruction Activities

In this case, when teachers have already defined the objectives, there is need for that teacher to experiment it on how it will be workable for students. The instructional activities must be able to integrate context-embedded and cognitively demanding (Met, 1994).

Planning for Evaluation

Instructional assessment requires teachers to think content objectives and as well as language how to be assessed. Assessment and instruction go together to improve students' learning. When planning for teaching and planning for assessment are done in a coordinated manner, teachers are able to ensure that their objectives, their teaching, and assessment all fit together.

Planning for Integrating Culture

Teachers teaching second language like Arabic must be able to plan for integration of culture. That is, they must let them know the culture of speakers of the language their learning and the students' culture. Teachers that want to infusing culture into curriculum should make sure it is compatible with the objectives of the teaching. In fact, teachers that teaching second language should ensure to plan for instruction that includes the attention to the needs of the students. This will make students to function in a new culture they find themselves (Met, 1994).

Research Methodology

The main purpose of this study is to investigate the difficulties in preparing qualified teachers of Arabic language in Ningxia, China. This chapter will discuss the methodology for the study. It is divided into the following sections: research design, population and sampling, research instrument, validity and reliability, data collection, data analysis, and summary.

Research Design

The research design was defined according to Creswell (2013) as the research method that will employ to get relevant data that would assist in the realizing the research objectives. The research design for this study is quantitative method. Quantitative research is the testing and development of hypotheses and building of the model and theories that explicate the interaction (Hoy & Adam, 2015).

Population

Population is the number of people living or stay in a certain area, place or country. Creswell (2013) defined population as collection of elements (places, objects, cases or people) which are logically defined in which the researcher wanted to draw an inference.

Sample Size and Technique

Daramola (2006) has defined a sample size as the selection of item or group that is fair representation of the whole population of an interest. For this study, simple random sampling technique will be employed to select 100 in Ningxia public schools, China. Therefore, simple random sampling technique is a subset of individual taken from a larger population (Starnes, Yates & Moore, (2010).

Research Instruments

In this current study, the instrument (questionnaire) was adapted from previous studies which are relevant to the research. There are two sections which are Part A and B. Part A contains

demographic information about the respondent's characteristics while section B contained questions related difficulties in preparing qualified Arabic teachers.

Pilot Study

Pilot study is a small version of a full-scale study in preparation of the complete study. It can also mean specific pre-testing of research instrument, including questionnaires or interview schedules (Van Teijlingen & Hundley, 2001). For this study, 30 respondents will be used for the pilot study.

Data Collection

After identification the actual samples to be used in the study. The researcher will collect letter that stated the aims and objectives of the research from institute of postgraduate studies, University Pendidikan Sultan Idris. This letter will be show to the participants so to seek for maximum cooperation during and after exercise. After that, researcher will ask for the time for data administer. Then, distribution of the questionnaire will start.

Validity of Instrument

Validity is a fundamental part of quantitative research design. Validity of instrument by researcher is to ascertain that such instrument is well organized and designed to measure various variables investigated in the study (Pallant, 2011).

Content Validity

Content validity means the extent to which a particular test or the questions on a test measure a particular construct as view by experts in that discipline (Gerbing & Anderson, 1988).

Reliability of the Instrument

Reliability of the instrument is an important aspect in empirical study using quantitative research design. The function of reliability of an instrument is to see that the construct are properly measured. According to Hair et al. (1998) affirmed that highly reliability is evidence that constructs measure what it supposed to measure.

Data Analysis

In this study, some of these variables will be assigned code like gender, sex, ethnic background. They will be entered into the SPSS software for screening of data. The cleaning and screening of data is one of the first method or technique when it comes to analysis data

Descriptive Statistic

This study will employ descriptive statistics to analyze the respondents' demographic information

Pearson Moment Correlation Coefficient

The study will also use Pearson moment correlation coefficient to know the relationship between two variables as hypothesized in research hypothesis in chapter one.

Ethical issues in Quantitative Research

- Voluntary participation
- Researcher's identity
- Confidential information
- Anonymity
- Physical and psychological or mental harm

Summary

The chapter of this study has presented a process to determine the difficulties in preparing qualified Arabic teachers in Ningxia, China. This study will be carried out in secondary schools in Ningxia. Two sampling techniques will be used to select schools and teachers i.e. purposive and simple random technique.

Result

This chapter reports the results from the quantitative research. The aims of the study were to examine the difficulties in preparing qualified Arabic language teachers in Ningxia, China. The study used 100 respondents to elicit information based on the difficulties facing Arabic teachers with 90 percent respondents' rate. The descriptive statistic and Pearson correlation analysis were used to analyze the data.

Data Preparation and Coding

In the analyses, all the responses for questions items were coded with a numerical score. Before data entry, all the data had been entered correctly into data file SPSS, the data was screened using frequency table to see that all the data had been properly coded. The errors detected, being values that are out of the range were systematically corrected in line with the original questionnaire. Next, the task of examining for missing data was carried out.

Demographic Characteristics

Table 4.1 shows the demographic characteristic of respondents based on 100 questionnaires collected. Some of the respondents' characteristic include gender, age, experience and qualification. According to the analysis, the number of male respondents that participated in the survey were 44(44.0%) and female were 56 (56.0%). This indicated that female respondents were more than male in the distribution. Also, the results further revealed age of respondents which shows that age group between 20-30 years (N=64, 64.0%) followed by age group 31-40 years (N=23, 23.0%), age group 41-50 years (N=12, 12.0%), age group between 51-60 (N=1, 1.0%). Based on this result, it demonstrated that age group between 20-30 years was the major frequency in the survey while age group 51-60 years found to be lowest in the distribution.

Table 4.1

Respondents' information

Demographic	Category	Frequency	Percentage
Gender	Male	44	44.0
	Female	56	56.0
Age	20-30years	64	64.0
	31-40 years	23	23.0
	41-50years	12	12.0
	51-60years	1	1.0
Experience	1-15	76	76.0
	16-25	24	24.0
Qualification	Diploma	13	13.0
	Degree	57	57.0
	Master	29	29.0
	PhD	1	1.0

In addition, the analysis also revealed the results of respondents based on experience. The respondents with experience of 1-15 (N=76, 76.0%) and 16-25 has (N=24, 24.0%). This means that the respondents experience with 1-15 has highest frequency over 16-25. Likewise, the analysis showed the result of qualification diploma (N=13, 13.0%), degree (N=57, 57.0%), masters (N=29, 29.0% and PhD (N=1, 1.0%) respectively. According to the analysis, it was found that respondents with degree holder has highest frequency over the remaining qualification.

Perception of Respondents based on suitable textbooks for Arabic language

The analysis was conducted on the difficulties in preparing qualified Arabic language teachers in Ningxia, China using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure the data was free from missing data. The result showed that suitable textbook for teacher effectiveness is significant with $r = .35$, $n = 100$, $p < 0.01$. This indicated that suitable textbooks for Arabic teacher is one of the factors affecting their effectiveness. See Table 4.2 for details.

Table 4.2

		Suitable textbooks	Hypothesis
	Pearson correlation	.347**	
Suitable textbooks	Sig. (2-tailed)	.000	H1
	N	100	Supported

** . Correlation is significant at the 0.01 level (2-tailed).

Perception of Respondents based on quality professional training

As show in Table 4.3 to determine the difficulties faced by teachers of Arabic in china. The analysis was conducted on the difficulties in preparing qualified Arabic language teachers in Ningxia, China using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure the data was free from missing data. The result showed that quality professional training for teacher effectiveness is significant with $r = .37$, $n = 100$, $p < 0.01$. This means that quality professional training for Arabic teacher is one of the factors affecting the performance in the job. See Table 4.3 for more details.

Table 4.3

		Quality professional training	Hypothesis
	Pearson correlation	.375**	
Quality professional training	Sig. (2-tailed)	.000	H2
	N	100	Supported

** . Correlation is significant at the 0.01 level (2-tailed).

Perception of Respondents based on commitment of teachers

Table 4.4 showed to the difficulties faced by teachers of Arabic in Ningxia, China. The analysis was conducted on the difficulties in preparing qualified Arabic language teachers in Ningxia, China using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure the data was free from missing data. The result showed that commitment of teachers towards teacher effectiveness is insignificant with $r = .12$, $n = 100$, $p > 0.01$. This means that commitment of teachers in Ningxia does not determine teachers' effectiveness on job. See Table 4.4 for more details.

Table 4.4

		Commitment of teachers	Hypothesis
	Pearson correlation	.121	
Commitment of teachers'	Sig. (2-tailed)	.229	H3

N	100	Not Supported
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** . Correlation is significant at the 0.01 level (2-tailed).

Perception of Respondents based on correct standard of Arabic language

The analysis was conducted on the difficulties in preparing qualified Arabic language teachers in Ningxia, China using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure the data was free from missing data. The result showed that correct standards of Arabic language determine teacher effectiveness is significant with $r = .54$, $n = 100$, $p < 0.01$. This indicated that correct standards of Arabic language for Arabic teacher is one of the factors affecting their effectiveness. See Table 4.5 for details.

Table 4.5

		Correct standard of Arabic language	Hypothesis
	Pearson correlation	.541**	
Correct standard of Arabic language	Sig. (2-tailed)	.000	H4
			Supported
	N	100	

** . Correlation is significant at the 0.01 level (2-tailed).

Discussion

This chapter discusses the empirical results reported in chapter four of this research. The cardinal goal of this research was to determine the difficulties in preparing qualified Arabic language teachers in Ningxia, China. In previous chapter, researcher has able to summarize the results of frequency distribution as well as hypotheses formulated using correlation analysis. This current chapter will give discussion, conclusion and recommendation.

Discussion of Research Findings

These sections discuss the results of the hypotheses formulated for the study. They include: a) perception of respondents based on suitable textbooks. b) Perception of respondents based on quality professional training. c) Perception of respondents based on commitment of teachers. d) Perception of respondents based on correct standard of Arabic language.

Recommendation

From the findings of this study, it is recommended that, teachers in Ningxia schools should be provided with teaching materials especially from China government. It is believing if this teaching materials is available, teachers of Arabic language ningxia will improve like other countries who have quality Arabic teachers.

Second, the study suggested that more quality professional training is needed for teachers of Arabic language in order to be able to perform very well. Professional training for teachers on the job will make them to be productive. When professional training is given to them, teachers will be able to acquire skills and knowledge which are relevant to teach Arabic language.

Third, the study further recommended that Arabic speaking countries should help the Ningxia teachers in area of quality teaching. The Ningxia teachers can be sent to Saudi Arabic or Egypt for knowledge which in turn bring productivity to them. The knowledge gain from them can be used again to teach students of Arabic language in china.

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Fourth, the China government should try to provide quality textbooks for teachers so that Arabic language will be easy to teach. Teachers cannot develop themselves without quality and suitable textbooks. Some of the foreign textbooks from Saudi Arabia can be change to China language for easy understanding. It is believed that if this is done teachers of Arabic language in Ningxia, China will improve.

Limitation and Areas for Future Research

This study will be suggested for future research that, since the study was examined among the teachers in Ningxia but similar study should be carried out in other provinces of China. Ningxia is a small place and where more Muslims can be found. Therefore, mixed method is suggested to be used because it will give more picture of problems of Arabic teachers in China. Also, using mediator in any study allow the researcher to have more in-depth of the problem of a particular study. Since the present study used two variables independent and dependent variable without supporting it with mediator. So, the study strongly suggested mediator for future research to be carried out in China.

Conclusion

The availability of teaching materials determines teachers' efficiency in any countries. Researchers have examined what can make teachers to be effective which in turn improve students' academic performance. The study investigated the difficulties in preparing qualified Arabic language teachers in Ningxia, China. The data were collected from 100 teachers in ningxia province to determine the likely problems faced by teachers of Arabic language. The results of the study show that non-availability of suitable textbooks, quality professional training and using of correct Arabic language were among the factors affecting the performance of Arabic teachers in Ningxia. Therefore, qualified teachers can promote Arabic language if adequately provided with quality materials.it is believe if this suggestion and recommendation of this study are following, there will be qualified Arabic teachers in Ningxia, China.

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