

TEACHING ARABIC LANGUAGE FOR SPECIFIC PURPOSES IN NIGERIAN UNIVERSITIES: TRENDS, TOOLS AND TASKS

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Abstract

Teaching a language for specific purposes is a new trend in the field of Arabic language teaching and learning. English language as the most famous and widest spoken language in the world has already been known to this field and has taken cognisance of different communities learning the language for different purposes. This study introduced the new trend of language teaching and learning into the curriculum of Arabic language in Nigerian Universities. The study discussed the over view of Arabic language in Nigeria and analysed the concept of language for specific purposes. Some of the new trends, tools and tasks involved in the teaching of Arabic language for specific purpose are elucidated. The study proposed new programmes of learning Arabic language in Nigerian Universities with the ultimate aim of developing a new curriculum for the study of Arabic language in Nigerian Universities. Some of the pedagogical implications of the proposed programmes are highlighted and related to the study of Arabic language for specific purposes.

Keywords: Arabic language, English language, language for specific purposes, curriculum, and Nigerian Universities.

Introduction

Arabic language has remained essential a religious education since its inception in Nigeria. The emergence of the language in the history of Nigeria which dates back to the 7th century C.E shows that the early Nigerian Muslims gave much recognition to the language in order to understand their religion. As a result of this, Arabic and Islamic studies become a twin subject that cannot be easily separated from each other. Majority of the Arabic scholars in Nigeria also laid claim to this credence (Fafunwa, 1974; Galandachi, 1981; Abubakri, 1984; Raji, 1988; Oladosu, 1994; Mustapha, 2001; Lawal, 2006; Oloyede, 2012). Raji, (1988) asserts that the early curriculum of Arabic education in Nigeria was virtually confined to those sciences which are connected with Quran as developed by the Muslims, otherwise known as Native Sciences, among this knowledge

include Quranic exegesis (*ilm 'l tafsir*), Criticism, (*ilm Naqd*) Quranic recitation (*ilm 'l qira'ah*), Jurisprudence (*al-Fiqh*) Lexicography (*ilm 'l lugha*) etc.

Oladosu (1994) in his own view observes that Arabic language becomes the second language of every non- Arab Muslims, being the language supposedly acquired next to his mother tongue through the study of the Quran and later through other branches of Arabic and Islamic studies. In Nigerian context, Arabic is closely attached to all the Islamic knowledge disciplines within the Arabic school system. It is the language of communication among the staff and the students.

However, the emergence of the imperial forces of the European countries and the European Missionary activities with their fragile reconciliation between their beliefs and secular thoughts posed a serious threat to the well-organized Arabic and Islamic education in Nigeria. The driving force of these two agents in their imperial and Christian missionary aspiration was the introduction of modern secular education beside the traditional Islamic education. The British had several clashes with the well-established Islamic Caliphate of Sokoto which led to the dethronement and assassination of many Sultans and Emirs of that period (Mustapha, 2001).

More so, the curriculum and the methodology designed for the secular education encouraged the languages spoken by the Muslims in Nigeria such as Hausa, Fulani, Nupe, Kanuri and Yoruba to be written in Roman letters instead of the original Arabic letters (Raji, 1996). This was described by Mustapha (2001) as the intrigues and the sabotage of the British administration through their intervention on education of the Muslims by subtly designing policies that allowed only the aspect of Islamic education which was reported potentially harmless to British interest to function and survive in the Emirates. As a result, Arabic language was relegated to the lowest level and became a subject that was taught as part of Islamic studies at both primary and secondary school levels.

Furthermore, the researches carried out on Arabic curriculum in Nigerian universities assert to the fact that the curriculum is too abstract and theoretical and many of the courses do not include practical skills that are relevant to the contemporary situation. (Oladosu, 1986; Raji, 1996; Bidmos, 1996; Oloyede, 2003; Oloyede, 2012 & Ajape 2014). The evaluation of the Arabic programme in the Benchmark Minimum Academic Standard carried out by Ajape (2014) attests to the fact that the contents in the Arabic section of the documents are not related to the commercial, political and diplomatic aspects of the life of the native

speakers. It also shows that the content laid much emphasis on both Academic and Religious purposes only and does not have any specific purpose on vocational skills such as broadcasting, carrier diplomacy and entrepreneurship.

This view is applicable to many countries where Arabic is being studied by the non-native speakers. It is also in consonant with communiqué of the 4th International Conference on Arabic Language and Literature organised by the Department of Arabic language, International Islamic University, Malaysia. The conference noted that many universities in non-Arabic countries offered Arabic language for the purpose of religious studies and academic purpose only. The conference recommended that Arabic language should be studied for specific purpose. Therefore, the conference advised experts in the field of Arabic language to equip themselves with the new method of teaching modern language for specific purposes most especially the different aspect involved in teaching English for Specific Purposes (ESP). The conference concluded that this idea will go a long way in helping Arabic language to be studied for different purposes (ICALL, 2013). This suggests the reason of this study with the ultimate aim of introducing some specific purposes to the curriculum of Arabic language in Nigerian universities.

The Concepts of Teaching Foreign Language for Specific Purposes

Language for Specific Purposes (LSP) as a whole is usually used within the context of second or foreign language learning. It is a recent field in applied linguistics that focuses on the immediate and specific needs of the learner who require the acquisition of a particular language for a specific purpose and objective. According to Zhang (2001) it is referred to the branch of applied linguistics focusing on two aspects of education. The first is the needs within the education itself and training, and the second is the research on language variation across a given field or area of study. According to Hutchinson and Waters (1987), language for specific purposes can be conceptualised as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. Therefore, LSP is the investigation of the goals which the learners want to achieve, taking into consideration their communicative needs (Kennedy and Bolitho 1984: 54). This is achieved through the offering of a syllabus, teaching methods and teaching materials designed to suit the learner's needs and thus benefiting the learner. Robinson (1980: 33) defines LSP as being concerned with both utility and profit. The benefit is derived through presenting

the language not as a subject but as a service, offered to achieve desired goals. In this connection, McDonough (1984: 5) maintains that LSP makes a distinction between language as a subject and language as a service. The concept of language learning as the pursuit and realisation of specific goals leads to LSP being considered as a means of achieving the aims of language learning.

Although, the historical background of LSP can be traced to the ancient Greeks and Romans (Dudley-Evans and St. John 2012). However, Hutchinson and Waters (1987) stressed three main reasons that led to the emergence of TLSP as a course of study in the field of language teaching and learning. The first factor was the domination and expansion of English language after the end of second world war and the oil crisis that hit the world in the early 1970s (Groom, 2005). Therefore, United State of America became the world super power in the fields of economics, science and technology and English language was adopted as the international means of communication. As such, individuals from other parts of the world had to learn English for the specific purpose of operating in the global arena. The second factor was the emergence of new ideas in the field of linguistics as a result of the variations between spoken and written English. Because the language needed by a specific group of learners must be determined by analysing the aspects and features of the learners' needs. Hence, a specific syllabus needs to be developed to achieve the specific purpose for the teaching and learning of the language putting into consideration the needs and specific purpose of the students learning the language. Therefore, according to Widdowson, (1978), "the study of language shifted from describing the rules of usage to discovering ways in which language is used for real communication". The third factor was the introduction of psycholinguistic into the field of language teaching and learning. This has given the opportunity to the language educators to monitor the interest and motivation of the students because they were no more passive participants. There needs and interest have much impact on the language courses prepared for them and this would motivate learners to be active participants in the teaching and learning process. This could be achieved once the content of the course is relevant to the learners' specific area of study.

Furthermore, there are five concepts that need to be considered as the foundations and basic principles in the design of a curriculum for the teaching and learning of Language for Specific Purposes (LSP). According to Merine (2020), these concepts are: Authenticity, Research-base, Language/text, Need, and Learning/methodology. The authenticity of the curriculum designed for LSP

programme will determine its validity and efficiency. This inquired whether texts used for reading, listening and writing tasks reflect real life situations. Jordan (1997) argues that an authentic text will be that which is normally used in the students' specialist area: written by specialists for specialists and which is not written for teaching purposes only. The research base of LSP programme implies that the designer of any language programme is expected to carry out a vital preparatory work by gathering enough information on the target language before designing a curriculum for the programme. Dubin and Olshtain (2000) assert that this fact finding should provide answers to the following questions: who are the learners? Who are the teachers? Why is the programme necessary? Where will the programme be implemented? How will it be implemented? The answers to these questions should form the basis for the design and implementation for LSP programme. The language text alludes to the importance of the "specific language" needed for the implementation of a particular programme of LSP. that is, only those items of vocabulary, patterns of grammar, and functions of language which are required by the learner's purposes are included in such programme. More so, needs analysis has become an integral aspect of language programme. It is generally referring to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students. Some researchers believe that needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities (Johns, 1991). Lastly, learning/methodology implies different teaching methods and theories that will be applied in the LSP class to make it more interesting and achievable. Amel (2017) argues that there is no specific methodology applicable to the teaching of LSP. However, what is much needed for successful implementation of LSP programme are the selected materials that will be more relevant and interesting to the student due to the varied and ingenious exploitation of the opportunities provided by LSP settings. Therefore, LSP class should be student based where teachers will act as facilitators or instructors and allow the students to learn by themselves through the variety of teaching aid materials prepared for the programme.

New Trends in the Study of Arabic Language for Specific Purposes in Nigerian Universities

Studying Arabic language for specific purpose has become a necessary tool for the students of non-native speakers in order to produce graduates of skilled

workforce that will be able to operate in the global knowledge economy with both international and intercultural competence. Arabic for Specific Purposes has become a new trend in the field of applied linguistics where Arabic language teaching takes on a new learner-centred approach and uses methodology catered to fulfilling the learners' specific needs. Teaching of Arabic for Specific Purposes (TASP) is different from Teaching of Arabic for General or Academic purposes because it aims at combining the teaching of a specific subject of study with the study of Arabic language skills. This trend of language teaching will always motivate the students to be more active and inquisitive on how Arabic language skills will be used in the context of other specialised professional fields such as tourism, diplomacy, economics, science, mass media, business and commerce. The integration of language skills into the teaching of these subjects help to expose students to the accurate terminology and language structures in a meaningful context. Thus, the syllabus for TASP often has specialised objectives to fulfil specific requirements for the learners to fulfil his aims and objectives of learning the target language.

However, the present curriculum of Arabic language in Nigeria according Ajape (2014) indicates that the present Arabic students will turn out to be unskilled graduates simply because the curriculum lacks practical content and systematic design. The jobs available for Arabic graduates are teaching profession and Islamic spiritual activities. Therefore, this study proposes the following trends of teaching Arabic language for specific purposes in Nigerian universities:

Arabic for Mass Media Communication

Arabic language graduates need to acquire a relative knowledge of mass media communication competence that will give them the opportunity to work in some areas of mass media industries where the proficiency of Arabic language is needed, most especially in this era of information and computer technology. The course will focus on preparing graduates of Arabic studies the necessary communications skills and vocabularies needed in the field of journalism and other related fields of mass media. Arabic is a language of international communication with the frequent use of the language on the electronic media by the BBC, the Voice of America, and the Voice of Nigeria. The Dutch, French, German and Russian national radio stations continually air Arabic versions of their programmes regularly over their network. Al-Jazeera and CNN have high Arabic version of programmes. Therefore, a graduate of Arabic studies should be

able to have a wide knowledge of mass media communication competency that will give him the opportunity to work in these broadcasting industries. The course is an integrated course which allows developing a deep understanding of the Arabic Media through authentic texts and audio files from a wide variety of media sources.

Arabic Communication for Business and Commerce

Graduates of Arabic studies need to diversify into different fields of study, most especially in this era of global economic and business activities. Programme of this nature will be relevant and unique to the economic situation of Nigeria as the business hub of the West African countries. The course will give the Arabic graduates the opportunity to use their Arabic background in some of these industries that need Arabic expertise for their business transactions. One critical factor to the success of ventures to the Arab economy is, the ability to speak their language and a good understanding and practice of their social and business culture. The Middle East and North Africa play a key role in global commerce and industry. Therefore, this makes Arabic and Business an excellent joint honours combination. This course will introduce students of Arabic studies to general business transactions in Arabic language. It will enhance the Arabic students' knowledge of Arabic life and business affairs using complex and linguistically accurate structure. The course is an integrated course which allows developing a deep understanding of business environment in the Arabic world and its relevance to Nigerian economic system.

Arabic Communication for Hotel and Tourism

This course is ideal for the graduates of Arabic studies who want to learn specific Arabic vocabulary and expressions used to communicate with both Arab customers and suppliers in the travel or tourism industry. The course will be designed for the growing Middle East and North Africa tourist market in Nigeria. The programme will prepare students for the necessary background needed to become local tour managers, hoteliers, guides and service providers. The aim is to give students the ability to converse and communicate effectively to the need of the industry, so as to provide better services for the market. The course will focus on general Arabic greetings, cultures and foods. It will also give the students the opportunity to get familiarised with the Arabic etiquette, norms and values.

Arabic for Policy and Diplomatic Purposes

Nigerian Foreign Ministry deals with issues related to diplomatic relationship between Nigeria and other countries which include Arabic speaking countries in the Middle East and North Africa (MENA) and all of them have their embassies and mission houses in Nigeria. Therefore, teaching Arabic language for the purposes of diplomacy aims to prepare qualified students to work in Nigerian foreign ministry and embassies of Arabic speaking countries in Nigeria. This course will introduce the Arabic students to the linguistic and terminological vocabularies that are used to formulate policy and diplomatic ties with countries in the Middle East and North Africa (MENA). It is an introductory level towards professionalizing the diplomatic practice of Arabic language using the Arab Media Discourse. Its main focuses are oral communication skills, formal presentation, meeting and negotiation scenarios, and informal social situations. Furthermore, students will be introduced to a range of sources relating to the History, cultures, and Politics of MENA, including reference and survey works, studies of particular subjects, and internet resources.

Arabic for Hajj and Umrah Operation

The Federal Ministry of Education has approved the establishment and take-off of the Hajj Institute of Nigeria in order to improve the quality of manpower in the Hajj and Umrah Sector in the country. It is pertinent to note that Arabic language as the language of Islam has a vital role to play in a successful Hajj and Umrah operation. The course aims at preparing Arabic students the necessary skills for a successful carrier in the Hajj industry. Students will be given the opportunity to combine management skills with an in-depth knowledge of Islamic studies on Hajj and Umrah operation with special focus on the communication skills needed to function in the industry. The ultimate aim of this course is to make the Arabic students relevant in Hajj and Umrah travel agencies that flourish in all the nooks and cranny of Nigeria. It will also give them the job opportunity in the hajj operation at states' levels of the Muslim Pilgrims' Welfare Board and at the national level of the National Hajj Commission. This course aims at introducing the Arabic students to the competence in the management of Hajj and Umrah operation. It will engage them in the Fiqh of Islam, tourism and hospitality of Hajj and Umrah in line with the latest technological development. In addition to managerial and entrepreneurship skills, it will also develop the students' communication, leadership and interpersonal skills. They will have the

knowledge of solving issues creatively, ethically and professionally. The ultimate aim of the course is to prepare the students with the general knowledge that will fast track their career in Hajji and Umrah Industries.

Tasks for the Introduction of Arabic Language for Specific Purposes

The teaching of Arabic for Specific Purposes (ASP) is a specialised programme that must be handled by practitioners that specialised in that field of study. Dudley-Evans and St John (1998) assert that the term “practitioner” rather than “teacher” is more often used to identify specialists of English for Specific Purposes (ESP) because of the fact that their work involves much more than teaching. Therefore, practitioners of ASP can have several roles and task as stated below:

The role of ASP practitioner as a course designer and material provider

The important task in the teaching and learning of Arabic language for specific purposes is the planning and designing a course of study for the programme which involves all the Arabic language stakeholders. Abdul Ganni et.al (2019) assert that planning a course for Arabic for specific purposes involves comparing, selecting, and designing the syllabus based on the learning goals and objectives of the course. He further states that Long-term goals and short-term objectives should be set so that the students’ progress and achievement can be tracked. The teachers need to acquire the special skills needed to achieve the specific purpose of the programme and apply it in the design of the programme, the teacher must also master the pedagogical theories and principles that will motivate the students to learn the course.

The role of ASP practitioner as a facilitator

The ASP practitioners in some cases may not have the adequate knowledge of the subject content of the specific purpose of learning the Arabic language skills. The students may know more about the content than the teacher because the students engaged more in that field of study but only need specific Arabic language skills to actualise his specific purposes. It is incumbent on the students to make necessary consultation with the specialist in order to acquire and generate communication skills needed for the specific purpose of learning Arabic language. Because the essence of learning a language for a specific purpose is the ability of the student to acquire the knowledge of the target language skills and use

them efficiently for the specific purpose of studying the language. Therefore, language specialists need to facilitate a good relationship with the students and guide them to acquire the necessary communication skills in order to actualise their aims and specific purpose of learning Arabic language. For example, writing a news report has its ASP special rules and regulations which the students are familiar with but they need to consult the specialist to know the language communication skills needed in the field of Arabic language for mass media. Therefore, it is vital that the teacher adopts the position of a consultant who has the knowledge of communication practices but needs to guide the students on how best to explore these practices to meet the objective of the students studying Arabic language for the purpose of mass media.

The role of ASP practitioner as a researcher

There is need for constant research on ASP as a new course of study for the purpose of curriculum design, development, and implementation in order to actualise the aims and objectives of the target students studying the programme for a particular purpose. The practitioner of ASP must be able to carry out a thorough research on the needs analysis of the students to determine the specific language skills needed for the implementation of the programme. The designer of a programme for Arabic language for Hajj and Tourism needs to gather information on some particular skills that are essential for the students which may include the study of different Arabic colloquial dialects and culture, while a programme designed for Arabic language and diplomacy may involve research on the history, culture and socio/political life of the Arabic countries. The findings of the research carried out by the practitioners will help them to determine the students' needs analysis, course design and teaching materials suitable for the programme.

The Role of ASP practitioner as an evaluator

Tyler (1957) defines evaluation as the process of determining the degree to which goals of a programme have been achieved. Evaluation to Crombach (1982) is the collection and use of information to make decisions about an educational programme. Wheeler (1978) holds the view that evaluation is the more general judgement of the outcome of a programme which involves the use of observations, various tests, questionnaires, interviews, etc. His emphasis was on the processes of educational evaluation. Evaluation of a course of study needs to

be carried out by the practitioner at every step of the programme in order to get feedback from the student on their participation and level of understanding of the programme. The ASP practitioner is often involved in various types of evaluation - testing of students, evaluation of courses and teaching materials. Evaluation of course design and teaching materials should be done while the course is being taught, at the end of the course and after the course has finished, in order to assess whether the learners have been able to make use of what they learned.

Tools for the Introduction of Arabic Language for Specific Purposes

The main aim and objective of Language for Specific Purposes (LSP) is to develop a language programme which the methodology, the content, the objectives, the materials, the teaching, and the assessment practices all conform to a specific and target language uses based on an identified set of specialized needs. Therefore, in order to actualise these objectives, to a larger extent, consideration must be given to specialised teaching aids, tools and instructional materials for the effective implementation of the programme. Some of these tools may include the following:

Specialised Courseware Design

The design of specialised courseware for ASP in relation to LSP involves the same kinds of processes as any other language course, in that it should be systematic, justifiable, and begin with an understanding of the needs of those involved with the programme. Ismail (1993) asserts that among the phases of the language design is the consideration of needs which, in turn, leads to the definition of programme's goal, aims and objectives which is often taken for granted and results in producing inappropriate and unrealistic goals, aims and objectives. Since goals, aims and objectives determine the decisions on the choice of content, teaching and learning strategies and the shape of evaluation. Therefore, before initiating a language programme, a thorough investigation into the factors that will determine the goals, aims and objectives of the language programme needs to be investigated. Dubin and Olshtain (2000) assert that these factors can be investigated through information that appears in the governmental and other institutional documents. They refer to this investigation as the fact-finding stage in which answers should be provided to the following questions: who are the learners? Who are the teachers? Why is the programme necessary? Where will the programme be implemented? How will the problem be

implemented? The answer to these questions will serve as the basis upon which the programme's policy and goals will be established and this could be done through the analyses of the following four basic issues that are known as the societal factors: the language settings, patterns of language in society, group and individual attitudes, political and national context. Richards (2001) asserts that the history of curriculum development in language teaching starts with the notion of syllabus design which is one of the aspects of curriculum development. He outlined the following stages as the essential aspect of a language curriculum design:

1. Determining the needs of a particular group of learners have for a language instruction.
2. Developing objectives for a language course that will meet those needs.
3. Selecting teaching and learning activities and experiences that will enable these needs to be realized.
4. Evaluating the outcome.

However, recent literature according to Trace, Hudson & Brown (2015) identified three major areas that need to be addressed in the design of a programme for LSP: (a) the level of specificity/specialization of the language (b) the methods and focus of instruction; and (c) the role of power and values in LSP. On the issue of specificity and specialization, it denotes the degree to which LSP should be restrictive in terms of linguistic features and strategy instruction (Johns & Dudley-Evans, 1991; Upton, 2012; Jordan, 1997). It is generally believed that the curriculum for LSP should be focused upon a fixed and limited set of language uses and features (Hyland, 2002; Johns & Dudley, 1980), the fear is that the wider the scope of linguistic features in LSP course design, the more it becomes too close to general purposes curriculum and thus defeats the aim and objective of the program. For example, linguistic features in the course design for Arabic language for tourism, should be more specific and related directly to Arabic dialects in which much emphasis should be laid on the Arabic colloquial languages. The course should include Arabic expressions and communicative style in the hotels and tourist attraction centres. Norms, values and ethics of the Arabs and the practice of the following language communication skills: Greetings, Lodging in a hotel, Communication with taxi driver, Communication in the restaurants and Communication in the airport.

Special Training for the Language Specialist

It must be noted that both linguistic instruction as well as content instruction should be embedded into the curriculum of ASP, and teachers are rarely experts in both fields. As a result of this, there is need for special training for teachers to become specialist in ASP teaching and learning. Specialists of ASP should be familiar with the methodology involved in LSP teaching. Such trainings will give them the opportunity to become experts in their area of specialisation. They must also undergo different seminars, symposiums and workshops on the LSP/ASP train the trainers.

Emersion and Acculturation Programmes

One of the significant motivators of the students learning foreign language is the emersion and acculturation program that requires the learners to live in different culture, to face exposure to unfamiliar experiences and to adapt to the culture of the target language., it should be noted that L₂ learning is enhanced by acculturation program which involved the contact with the native speaker community. Gardner&Lambert (1972, p.11) assert that learning an L₂ is “not simply learning new information” (vocabulary, grammar, pronunciation, etc.) but rather, acquiring symbolic elements of a different ethno-linguistic community”. This often results in learners of L₂ moving from their country of origin to a country where it is possible to be immersed in the L₂. Taking together, these realities reflect the fact that those who are learning L₂ may have to contend with both their native culture and the culture of the L₂ community in order to have the good mastery of the target language. Therefore, any curriculum of ASP without an adequate plan for the acculturation program is just an aberration to the effective design of a language program.

Computer Assisted Language Learning

An effective teaching and learning of ASP need to give much consideration to the Computer Assisted Language Learning (CALL). It is the systematic way of studying through the usage of applications of the computer in language teaching and learning. It is a growing field in ILT (Information and Learning Technology) with a wide selection of applications; reference works, study and research tools for the effective teaching and learning of a foreign language. There are many tools of Information Computer Technology (ICT) that can be used in ASP class, among them are: Computer Assisted Language Laboratory (CALL): the language

laboratory is designed for practical teachings in which the materials are already fed into the computer according to the features available. It helps teachers to give practice in particular aspects of language, such as sound, animation and videos. There are also web-based laboratories, among them are called Web Assisted Language Laboratory (WALL) and Multimedia Language Laboratory: this type of laboratories use different types of software available in the market like: Renet, Aristoclass, Hiclass , Globalina , Console OCL-908W, Histudio MHi and Tech Online. Among other language soft wares that can be used for ASP include Duolingo, Memrise, Babbel, Busuu and Mondly.

Conclusion

The teaching of ASP combines the teaching of a specific subject matter and Arabic language skills. This combination is highly motivating for the students as they become more aware of how Arabic language skills will be used in the real context in specialised fields such as tourism, medicine, economics, and science. The integration of language skills into the teaching of these subjects help expose students to the accurate terminology and language structures in a meaningful context. Consequently, this could reinforce the language skills taught and help increase students' motivation and interest towards Arabic language.

Educators should be committed in order for the ASP programme to be conducted effectively. They are required to be actively involved in conducting need analysis, planning the course outline and learning outcomes, determining the pedagogy, establishing a positive learning environment, and evaluating the progress and achievement of the students.

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