LANGUAGE, EDUCATION AND RELIGION FOR NATIONAL DEVELOPMENT

A Festschrift in Honour of

PROF. A. G. A. S. OLADOSU

Edited by
M. M. JIMBA
M. A. ADEDIMEJI
M. A. LAWAL
M. S. ABDULLAHI

A Publication of the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria

(c) 2020 Department of Arts Education, University of Ilorin, Ilorin, Nigeria
All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

February, 2020

ISSB: 978-978-56857-3-2

A publication of the Department of Arts Education, University of Ilorin, Ilorin, Nigeria

Published by
Department of Arts Education, Faculty of Education,
University of Ilorin, Ilorin, Nigeria

Printed in Nigeria by
Haytee Press and Pub. Co. Nig. Ltd.
No. 2, Mejindadi Street, off
Oja-iya Area, Ilorin Kwara State
Tel: 08038282074

THE EDITORS

Professor M. M. Jimba
Department of Linguistics, African and European Languages,
Kwara State University, Malete,
Kwara State,
Nigeria.

Dr. M. A. Adedimeji
Department of English,
Faculty of Arts,
University of Ilorin, Ilorin,
Nigeria.

Dr. M. A. Lawal
Department Arts Education,
Faculty of Education,
University of Ilorin, Ilorin,
Nigeria.

M. S. Abdullahi
Department Arts Education,
Faculty of Education,
University of Ilorin, Ilorin,
Nigeria.

EDITORIAL ADVISORY BOARD

Professor Y. A. Quadri
Department of Religions,
Faculty of Arts,
University of Ilorin, Ilorin,
Nigeria.

Professor R. A. Lawal
Department Arts Education,
Faculty of Education,
University of Ilorin, Ilorin,
Nigeria.

Professor R. I. Adebayo
Department of Religions,
Faculty of Arts,
University of Ilorin, Ilorin,
Nigeria.

Dr. S. B. Olajide
Department Arts Education,
Faculty of Education,
University of Ilorin, Ilorin,
Nigeria.

NOTES ON CONTRIBUTORS

Abdulazeez, Teslimat is a graduate student of Religious Studies Education, Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

AbdulGhaniy, Solahudeen Ibrahim (Ph.D.) is a Lecturer in the Department of Arts Education, Faculty of Education, Al Hikmah University, Ilorin, Nigeria.

Abubakar Abdullahi Salaty is a Lecturer in the Department of Arabic, Faculty of Arts, University of Ilorin, Ilorin, Nigeria.

Abubakar, Isa Alabi is a Professor of Arabic in the Department of Arabic, Faculty of Arts, University of Ilorin, Ilorin, Nigeria.

Abdul-Hamid, Habibullahi is a doctoral student of Arabic Education, in the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Abdullahi, Abdulrasaq is a Lecturer in the Department of Banking, Insurance and Finance. The Professional Training School of Islamic Institute of Accounting and Finance of Nigeria (IIAFNIGERIA).

Abdullahi, Musa Siddiq is a Lecturer in the Department of Arts Education, Faculty of Education, University of Ìlọrin, Ìlọrin, Nigeria.

Abdulrahman, Mohammed Rabiu is a Lecturer in the Department of Educational Technology, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Abdulraheeem, Isiaka Olalekan is a Lecturer in the Department of Islamic Studies, Nana Aishat Memorial College of Education, Alagbado, Ilorin, Kwara State, Nigeria.

Abdur-rafiu, Jamiu (Ph.D.) is a Lecturer in the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Abdur–razzaq Mustapha Balogun Solagberu (Ph.D.) is a Chief Lecturer in the Department of Islamic Studies, Kwara State College of Arabic and Islamic Legal Studies, Ilorin, Kwara State.

Abdur-Ahman, Muibudeen Aiku is a Lecturer in the Department of Islamic Studies, Nana Aishat Memorial College of Education, Alagbado, Ilorin, Kwara State, Nigeria.

Adebayo, Rafiu Ibrahim is a Professor of Islamic Studies in the Department of Religions, Faculty of Arts, University of Ilorin, Nigeria.

Adedimeji, Mahfouz A. is an Associate Professor in the Department of English, Faculty of Arts, University of Ilorin, Ilorin, Nigeria. He was Director of the Centre for Peace and Strategic Studies, University of Ilorin between 2013 and 2017.

Adedokun-Shittu, Nafisat A. is a Reader in the Department of Educational Technology, Faculty of Education, University of Ilorin, Ilorin, Nigeria. She is a veteran of research and an awardee of HETL on IHR, Editor's Choice.

Adeniyi, Folakemi O. (Ph.D.) is a Senior Lecturer in the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Ahmad Tijani, Surajudeen (Ph.D.) is a Lecturer in the Department of Curriculum Studies, Faculty of Education, Sokoto State University, Sokoto State,Nigeria.

Ajani, H. Adedeji is a doctoral student in the Department of Educational Technology, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Ajidagba, Usman A. (Ph.D.) is a senior Lecturer in in the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Akwaki, Numgba Akwaki is a Lecturer in the Department of Religious Studies, Federal University of Kashere, Gombe State.

Aliyu, Yunus (Ph.D.) is a Lecturer in the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Aminullahi, Adetoro Yusuff is a Lecturer in the Department of Islamic Studies, School of Secondary Education (Arts and Social Sciences Programmes), Federal College of Education (Special), Oyo

Araashi, Abdullahi Damola is a Master's student in the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Asiyanbola, Caleb is a Lecturer in the Department of Educational Technology, Faculty of Education, University of Ilorin, Nigeria.

Ayuba, Olaniyi Jibril is a graduate student in the Department of Arts Education, University of Ilorin. He has just completed his M.Ed. programme in Religious Studies Education in the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Badru, Surajudeen Adéwálé is a Lecturer in the Department of Arts Education, Faculty of Education, University of Ìlọrin, Ìlọrin, Nigeria.

Bibire, Hassan Abdulkareem is a Lecturer in the Department of Islamic Studies, Nana Aishat Memorial College of Education, Alagbado, Ilorin, Kwara State, Nigeria.

Ibrahim, Ishaq Olayiwola is a Professor of Arabic Studies, Faculty of Languages and Communication Studies, Ibrahim Babangida University, Lapai, Niger State, Nigeria.

Issa, Ahmed Idris (Ph.D.) is a Lecturer in the Department of Educational Technology, Faculty of Education, University of Ilorin, Nigeria.

Jamberlang, Abraham Ray is a Lecturer in the Department of Christian Religious Studies, FCT College of Education, Zuba-Abuja.

Jimba, Moshood Mahmood is a Professor of Arabic Language, Head of Department of Linguistics, African and European Languages. He is Director, Centre for Ilorin Manuscripts and Culture, Kwara State University, Malete.

Katibi, Ibrahim Saheed is a Senior Lecturer and Head, Department of Arabic, Kwara State College of Education, Ilorin, Kwara State, Nigeria.

Kazeem, Ibrahim (Ph.D.) is a Lecturer in the Department of Languages, Federal University, Kashare, Gombe State, Nigeria.

Lawal, Musibau Adebayo (Ph. D) is a Lecturer in the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Lawal, R. Adebayo is a professor of English Education and Applied Linguistics in the Department of Arts Education, University of Ilorin. He was also Deputy Vice Chancellor, (Academics) at the University of Ilorin, between 2012 and 2014.

Muhammad-Jamiu, Issa (Ph. D.) School Support Officer/Quality Assurance, Ilorin South L.G.E.A. Office, Kwara State Universal Basic Education Board. ayinlaissa@gmail.com

Musa, Husain M-Bashir (Ph.D.) is a Lecturer in the Department of Arabic, Faculty of Arts, University of Ilorin, Ilorin, Nigeria.

Ògúnníran, Victoria Olúdùńní is a Lecturer in the Department of Arts Education, Faculty of Education, University of Ìlọrin, Ìlọrin, Nigeria.

Ojo, Oludare David (Ph.D.) is a Lecturer in the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Oladosu, K. Kamaldeen is a Lecturer in the Department of Educational Technology, Faculty of Education, University of Ilorin, Ilorin, Nigeria. His research interest spans across ICT in Education and ICT integration.

Olajide, Stephen Billy (Ph.D.) is an Associate Professor in the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Salih M. Jum'ah Alaso (Ph.D.) is a Senior Lecturer in the Department of Linguistics, African and European Languages, Kwara State University, Malete, Kwara State, Nigeria.

Sanni T. A. is a Lecturer in the Department of Educational Technology, Faculty of Education, University of Ilorin, Ilorin, Nigeria. He is currently running his Ph.D. in Educational Technology at the Federal University of Technology, Minna, Niger State.

Taiwo, Omolola Fadilat is a graduate student in the Department of Arts Education, University of Ilorin. She has just completed her M.Ed. programme in Religious Studies Education.

Uthman Mohammed Mustapha Kannike is a Lecturer in the Department of Islamic Studies, Federal University of Lafia, Nasarawa state, Nigeria.

TABLE OF CONTENTS

CHAPTER ONE
Arabic Education in South West Nigeria: The Role of Private Arabic Schools
Prof. A.G.A.S. Oladosu
.....2

CHAPTER TWO
بعض إسهامات أولادوشو في تطوير اللغة العربية وثقافتها
The Contributions of Professor Oladosu to the Development of Arabic Language and its Culture
الدكتور موسى حسين محمد البشير (أريكيوسولا)
.....12

CHAPTER THREE
Some theoretical and factual propositions on language as contained in The Glorious Qur'ân: A Critical-Linguistic Exploration
Prof. Raheem Adebayo Lawal
.....20

CHAPTER FOUR
Islam and its Polemics: An Examination of Controversial Issues In *ṣahīh Bukhārī* among the contemporary '*Ulamā* in Ilorin, Nigeria
Abdulraheeem, Isiaka Olalekan, Bibire, Hassan Abdulkareem, Abdur-Ahman Muibudeen Aiku Abdullahi Abdulrasaq
.....33

CHAPTER FIVE
Secondary School Students' Perception on Effectiveness of Arabic Texts Translations in Learning Islamic Studies in Ilorin, Nigeria
Abdur-Rafiu, Jamiu Ph.D., Ajidagba, U. A. Ph.D. , & Aliyu, Yunus Ph.D.
.....42

CHAPTER SIX
الخصائص النبويّة وأثرها في التكوين البشري: دراسة تحليليّة لنماذج مختارة من مدائح البوصيري
Influence of Prophetic Characteristics on Human Transformation: Analytical Study of Selected Themes in Albusairi's Prophetic Eulogy
أبوبكر عبد الله صلاتي و أ. د. عيسى ألبي أبوبكر
.....51

CHAPTER SEVEN
Literacy for more effective Governance in Nigeria
Stephen Billy Olajide & Usman A. Ajidagba
.....62

CHAPTER EIGHT
Creative and Critical thinking through Yorùbá Literature: A Problem-Solving Approach
Badru, Surajudeen Adéwálé & Ògúnníran, Victoria Olúdùńní
.....65

CHAPTER NINE
Using Arabic Language for Curbing Economic Recession in Nigeria: Inter-Faculty Lecturers' Views
Musibau, Adebayo Lawal (Ph.D)
.....74

CHAPTER TEN
Religious Education for Sustainable Development
Ojo Oludare David Ph.D
.....85

CHAPTER ELEVEN
Religious Moral Education for Sustainable Development in Africa: The Nigerian Experience
Akwaki Numgba Akwaki & Jamberlang, Abraham Ray
.....90

CHAPTER TWELVE
The Teaching of Arabic And Islamic Studies in Nigeria and it's Implications for National Security
Prof. Ishaq Ibrahim Olayiwola
.....102

CHAPTER THIRTEEN
دور المدارس العربية فى التنمية الاقتصادية فى نيجيريا
The Role of Arabic Schools in Economic development in Nigeria
د. شيخ جاوندو أيندي
.....109

CHAPTER FOURTEEN
Between Extremism and Violence: The Place of Peace in Human relations As Envisioned by Islam
Aminullahi Adetoro Yusuff
.....116

CHAPTER FIFTEEN
Fostering functional Education System for Peaceful Coexistence in Nigeria: Islamic and Western Perspectives
Dr Mahfouz A. Adedimeji
.....127

CHAPTER SIXTEEN
Teacher Education: An instrument for the Teaching of Arabic as a Second Language in Nigeria
Abdul-Hamid Habibullahi
.....139

CHAPTER SEVENTEEN
Arabic Students' Perceived Usefulness and ease of Use of Social Media for Learning in Kwara State, Nigeria
Oladosu, K. Kamaldeen; Adedokun-Shittu, Nafisat A; Sanni T. A.; & Ajani, H. Adedeji
.....145

CHAPTER EIGHTEEN
The Place of Arabic in Educational Reforms in Nigeria
Dr. Salih M. Jum'ah Alaso
.....154

CHAPTER NINETEEN
استعمال معمل اللغة للتدريس اللغة الأجنبية: اللغة العربية نموذجا
Utilization of Language Laboratory in the Teaching of Arabic as a Second Language
Musa Siddiq Abdullahi
.....160

CHAPTER TWENTY
Research in Arabic Language in Nigerian Universities: The Reality, the Challenges and Suggested Solutions
Prof. M. M. Jimba
.....169

CHAPTER TWENTY-ONE
The Educational Aspects of Arabic Syntax in Nigeria
Dr. Kazeem Ibrahim
.....180

CHAPTER TWENTY-TWO
Effective Teaching of English Language: A Panacea for Educational Failure among Nigerian Youths
Dr. (Mrs) F. O. Adeniyi.....191

CHAPTER TWENTY-THREE
Educational Policy of as – Sanusiyyah Sūfi Order: It's relevance to Nigerian Experience
Abdur – Razzaq Mustapha Balogun Solagberu, Ph.D
.....201

CHAPTER TWENTY-FOUR
Reviving Culture of Learning among Contemporary Muslims in the 21st Century: Reflections on Classical Islamic Educational Thought
Ahmad Tijani, Surajudeen (Ph.D)
.....209

CHAPTER TWENTY-FIVE
"MĀla ḤĀshir": A Referred Model towards Deradicalising of Nigerian Young Muslim Scholars and Prioritising the Virtues of the Qur'Ān
Uthman Mohammed Mustapha Kannike
.....218

CHAPTER TWENTY-SIX
A Muslim Perspective of Developmental Psychology: Focus on Heredity and Environmental Factors on Human Development
Prof. Rafiu Ibrahim Adebayo
.....229

CHAPTER TWENTY-SEVEN
Boko Haram's Perspectives on Education and Jihad: Assessment of Islamic Studies Teachers in North-Eastern Nigeria
Muhammad-Jamiu, I. (Ph. D.)
.....240

CHAPTER TWENTY-EIGHT
Relevance of Integrated Almajiri Education System in the Implementation of Universal Basic Education Programme in Nigeria
Abdul Ghaniy, Solahudeen Ibrahim, Ph.D. & Abdur-Rafiu, Jamiu, Ph.D.
.....252

CHAPTER TWENTY-NINE
Elementary Qur'anic Schools in Ilorin Emirate: Problems and Solutions
سعيد أحمد إبراهيم كاتبي
.....261

CHAPTER THIRTY
Pupils' Perceived Difficult Topics in Upper Basic School Islamic Studies Curriculum in Iseyin, Nigeria
Araashi, Abdullahi Damola. & Abdulazeez, Teslimat
.....272

CHAPTER THIRTY-ONE
Students' Perceived Difficulty Level of Topics in Senior Secondary School Islamic Studies Curriculum in Kwara State, Nigeria
Taiwo, Omolola Fadilat
.....280

CHAPTER THIRTY-TWO
Information and Communication Technology (ICT) and Islamic Studies in Nigeria
Ayuba Olaniyi Jibril
.....290

CHAPTER THIRTY-THREE
Islamic Studies Teachers' Perception on Utilization of Mobile Technologies for Instruction in Agege, Lagos State
Abdulrahman, Mohammed Rabiu, Issa, Ahmed Idris (Ph.D.), & Asiyanbola, Caleb
.....298

CHAPTER NINE

USING ARABIC LANGUAGE FOR CURBING ECONOMIC RECESSION IN NIGERIA: INTER-FACULTY LECTURERS' VIEWS

MUSIBAU, ADEBAYO LAWAL (Ph.D)
Department of Arts Education,
University of Ilorin, Ilorin, Nigeria
Gmail Address: nurumubarak@gmail.com
08079054942/08168324226

Abstract
Economic recession is a period of economic slowdown that is characterized by declining productivity and devaluing of financial institutions due to reckless and unstable money lending. It is also a significant decline in economic activity which spreads across the economy lasting more than a few months, normally visible in a real gross domestic product (GDP), real income, employment, industrial production and wholesale retail sales. The purpose of this research is to find the views of language educators of the University of Ilorin at both faculties of Arts and Education on whether Arabic can serve as a tool for curbing economic recession in Nigeria. The population for this study was all the language educators at both faculties of Arts and Education which is 45. The purposive sampling technique was used to select this number. There is only one research question with a corresponding hypothesis, which was tested using the mean and t- test. The instrument for the study was a check list which comprised 15 items. The result shows that there was no significant difference in views of respondents at both faculties of Arts and Education as regard Arabic language as a solution for economic recession in Nigeria.(t(43))=.495;p>0.05). From the result above, it could be concluded that the Arabic Language is a tool to combat economic recession in Nigeria and recommended that government should encourage the effective teaching of Arabic Language in various institutions of the nation.

Keywords: Arabic Language, Economic Recession, Language Educators, Nigeria.

Introduction

Economic recession, as Kimberly (2006) put it, is when the economy declined significantly for at least six months, it means there is a drop in the following economic indicators:

1- Real Gross Domestic Product (GDP);
2- Income level of individual and revenue generation of government;
3- Empowerment;
4- Manufacturing; and
5- Detail sales

Recession, according to Merriam-*Webster's Dictionary*, is the period of reduced economic activities that borders on productions, distribution and consumption. Study.com sees it as general downturn in an economy which is associated with high unemploymentslowing gross domestic product and high inflation. Economic recession is a period of general economic decline and is typically accompanied by a drop in stock market, increase in unemployment and a decline in housing market (study.com).

The National Bureau of Economic Research defined a recession as "a significant decline in economic activity spread across the economy, lasting more than a few months, normally visible in the real Gross Domestic Product (GDP), real income, employment, industrial production and wholesale-retail sales". Economic recession can also be defined as a negative real GDP growth rate for two consecutive quarters (say first and second quarters) (Noko, 2016).

Causes of Economic Recession

The major causes of economic recession according to Noko (2016), in any economy based on lessons from the Great Depression, 1981, 1991, 2004 and 2008-2009 global economic recessions) may include:

1. high inflation, a general or sharp rise in price of commodities leading to low purchasing power;
2. accumulation of debt servicing especially foreign debts;
3. fall in aggregate demand, fall in wages, income; and
4. mass unemployment and several loss of confidence on the government due to economic indices.

Causes of Economic Recession in Nigeria

According to Adetayo, & Ben (2018), there are two causes of economic recession in Nigeria: 1, Economic recession caused by global economic and financial crisis; and 2, Economic recession caused by other Nigerian factors. As for global economic and financial crisis it started as a financial crisis but now a global economic crisis. The crisis is unprecedented in severity of credit contraction (credit crunch & capital crunch). The roots are in banking rather than in securities market or foreign exchange. (This crisis started in U. S. due to certain laxities in the U. S financial system), spread to Europe, developing countries and has become global (Oladipo & Fabayo, 2012).

The global financial crisis is a result of a number of factors that include in the following:

1- The collapse in the housing market in the United States; and
2- The lax financial regulatory conclusion.

The global financial crisis has caused the collapse of many businesses including otherwise formidable corporate giants across the World. In these unusual circumstances, Nigeria economic crisis has drawn attention. The country (Nigeria) went through the oil boom-cycle from the late 1970s to the beginning of this Century. Since the past one decade, Nigeria's economy has been caught in a prolonged stagnation which became obvious in the late period of the year 2015.

Economic recession caused by other Nigerian factors: The Oil Boom is a cause of economic recession in Nigeria.The high concentration of Nigeria on oil to the detriment of other sources of finance and development revenue has a negative effect on the Nigerian economy. The relative attractiveness of the urban centers made many able-bodied Nigerians to migrate from the hinterland, abandoning their farm lands for the cities and hoping to partake in the prosperous oil-driven urban economy. This created social problems of congestion, pollution, unemployment and crimes.

General Consequences of Economic Recession

The general consequences of economic recession are:

1- high interest rates: this limit the liquidity or the amount of money available;
2- increased inflation: Rise in prices or constant rise in the prices of good and services. As inflation increases, the percentage of goods and services that can be purchased by amount of money decreases.

Reduced Consumer Confidence: If consumer believe that the economy is bad, they are less likely to spend money. This is psychological which have real impact on the economy.

Reduced real wages: this is when the purchasing power of money has been reduced and cannot purchase more goods and services as before.

1. **Poor economic planning:** poor economic planning and no concrete implementation of her economic planning is the major cause of Nigeria current recession, budget delay, exchange rate policy. Yes the government has proclaimed the usual generalities that every government indulges itself in about:

a) diversifying the economic
b) improving manufacturing/ mining sector
c) raising agricultural output
d) Encouraging foreign investment, among others strategic plan for growth.
e) No doubt the government has taken some steps like the elimination of dollar purchase privileges for importers of 40 items such as rice, cement, toothpicks (Noko,2016)

Private- planes, poultry, meats, margarine, wheelbarrows, textiles and soaps.
The government has on the other hand, caused serious poverty in the land by herself, i.e. the government through her policy widen the gap between the rich and poor-creating economic hardship. An illustration was when the Central Bank of Nigeria (CBN) was selling the dollar at the official rate. This they later result at the parallel market rate of 362 naira. The question is now to think of how much some of them were making. An individual can make as much as 1 billion naira without doing anything according to the former CBN government (Lamido in Noko, 2016).

The people that were profiting from this were telling the government that if it didnot devalue the naira that people would suffer. The poor paid the price of devalued currency and the rich schemed off the profits. Remember Nigeria currency was devalued when crude oil price in the international market was very low and crude oil export was largely affected by the activities of the Niger-Delta militants as such as the policy was useless since Nigeria is a mono-product economy. For instance, should you take dollar for every 1 billion taken from the federation account and sold by the CBN at 200 naira to the dollars, the states were losing 100 billion that could have been into salaries, agriculture, and healthcare? Yet the states were giving to borrow from the same government on a bail out when the government was selling dollars cheaply to small group of people. This incidence is still on going and the government is doing nothing about it.

2. **High Inflation Rate:** Government banning the importation of certain essential agricultural products like rice without considering gestation period is error. Removal of fuel subsidy shouldn't be simultaneous with the banning of agricultural products. Major causes of inflation speculation in stock market is due to budget delay, rise in domestic oil price due to subsidy removal, fall in the global crude oil price, deteriorating Nigeria exchange Rate, almost the household price skyrocket as seen in the linage below.
3. **High Interest Rate:** Interest rate is between 26.77-27% is very high for investors. This high interest rate is discouraging investors. The poor investment culminates into high rate of unemployment in the country, reduction in aggregate demand especially from the household.
4. **High taxation:** it is only in Nigeria that I see government changing high rate during economic recession. Small businesses are slaughtered with high interest and tax rate has lowered Nigeria aggregate demand especially from the households.
5. **Policy conflict:** The economic policy appears conflicting. How? High interest rate, high taxation and high monetary policy measures. But told the public they are adopting expansionary policy budget deficit.(Noko, 2016)

President Bukhari Economic Growth Evaluation

1. Reduction in tax rate
2. Effective spending
3. Enhanced access to credit
4. Nigeria government should increase her expenditure on skills
5. Increase agriculture product and export
6. Increase manufacturing produce and export

Way-out of Economic Recession in Nigeria

Nigeria should learn from Japan economic policy in the following ways

1. Creation of new department at Central bank of Nigeria for financial stability
2. There should be diversification of sources of income
3. Collaboration of government with foreign technical experts in order to learn from experiences and insights which will be used to develop, policy frameworks for financial contingencies.

Other ways out are:

a. High rate of savings & investment. This can be achieved through household, business savings tax incentives & others.
b. Investment in technology & education will also stimulate growth

c. Industrialization: Nigeria is expected to go fully into industrialization. This will lead to production of goods & services which will be exported to foreign countries such that importation would be highly reduced.

d. Protection of emerging industries by providing special tax credit to favor industries and directed bank to provide low-interest loan to some sections such as petroleum refinery and aviation. This will lead to high success rate.

e. Road constructions (Transportation)

During the colonial era, Adeniran (2016) noted that Frederick Lugard (1858-1945), a British soldier, explores and diplomat who played a very important role in Britain's colonial development in Africa, attributed the major problem of Africa (Nigeria inclusive) to transportation. He said, 'give them transport, and the problem of Africa will be solved'. The development of transport system led to the following:

1. Exploration of agricultural produce and national resources for onward shipment in to the domain of colonial master. As a result of these, other significant infrastructure were developed.
2. Facilitation of effective colonial administration
3. Facilitation of effective security and national defense (Adeniran, 2016)

f. Agriculture: This is a declaring sector in Nigeria: These must be restructuring in this sector so that something tangible in terms of Agriculture produce must come out of it Agriculture has fallen when compared to manufacturing & service.

g. Manufacturing: Initially manufacturing of goods & services was very high and strong but now it has fallen down. Nigeria manufacturing is unhealthy and needed effective bail out local product must be encouraged and not to be seen as being cheap and inferior as when compared to western products as a result of globalization experienced in recent times. There should be the need for improvement on the product quality, innovative, create awareness and imbibe goods value.

h. Creation of jobs: Nigeria government is expected to create many jobs for their citizens; this will go a long way in solving the problem of economic crisis.

i. Improve upon the quality of education, research and innovation. The curriculum of education should be revisited to encompass entrepreneurship skills and not bookish inherited one. It must reflect the societal needs in term of technology, constructions and technical skills. In the light of this, the curriculum must be reloaded and recoded, reloaded in the sense that skill that would enhance productivity would be added to the curriculum and recoded in the sense that the existing topics of various discipline must be readjusted to suit the societal needs. There must be constant research by educators as to find solution to some of the existing problems in the area of economy and other sectors. Also, there must be innovation and exchanges as to avoid fatigue and boredom in the course of learning.

j. Creation of sound policy and anti-corruption approaches: policy is an attempt by government to address issues by instituting laws, regulations, decisions or actions that there are pertinent to a particular problem. Therefore, issues arising in different sectors must be addressed and resolved by it policy. The government should also strengthen to struggle of anti-corruption agencies and such as economic and financial crime commission (EFCC) and independent corrupt practice commission (ICPC).

k. Reduction in the wages of politicians: The monthly salaries of senators and the representatives must be drastically reduced to the barest minimum. The money derived from their salary reduction may be used to recruit other young graduates of tertiary institutions that are jobless.

l. Creation of international market and local ones: This is a place where goods and services are expected to allow business transaction to take place. This will have something to take care in reducing recession in Nigeria economy.

Other solutions are:

1. The Government should invest in energy sector to reduce power outage.
2. Engage the Niger-delta militants in a dialogue.
3. Reduce the tax rate or regulate same to avoid double taxation.
4. Borrow from both domestic and foreign investors to avoid the incidence of capital flight.
5. The government should work with the legislative body to endure speed execution to her Project.
5. Commodity price and raw material should be regulated through consumer protection agency to avoid further inflation.
6- The Government should learn from Ethiopia as other developed countries.
7- The Government should grow Nigeria economy and kindly allow the name to be let the force of market control the value of Naira

The Economic and Social Benefits of Languages Education

Language is obviously vital tool, not as a means of communication thoughts and ideas but it for just friendships, cultural ties, and economic relationships, History reflects on the importance of languages, for instance, the scholar Benjamin whorf has noted that languages shapes thoughts and emotion, determine ones perception of reality, john Stuart mill in kilgour1(1999) observed that "Language is the light of mind" lionelGroulx, a Quebec historian, put it is this way: Edward sapir, language is not only a vehicle for the expression of thought, perception sentiments, and value characteristic of a community, it also represents of social identity, sapir; "the mere fact of a common speech as a peculiar potent symbol of the social solidarity of those who speak the language" in short language retention helps to maintain feeling of Cultural kinship. Language, of course, is knowledge and in our world today, knowledge is one of the key factors in competitiveness. Brain and knowledge are what create the propensity and growth we tend to take for granted in an advanced industrial society is an increasingly independent world, the knowledge of other languages becomes indispensable, just think of how the advent of the internet has change our lives few years ago, millions of people across the world, who share common interests, are able to communicate with each other and exchange ideas. Not only are they able to do this due to the various technological advances, but also because they share a common language. There is of course and denying that the knowledge of English language is one of the most important tools available to our children it is one of the international languages a tool of communication between comities coeternal groups, various companies and organization, communities and friends. Language, being an importance tool for business people and official seeking to binned on those ties. As we move toward hemispheric economic integration, the knowledge of other language of the hemisphere is being a highly marketable skill (kilgour, 1999).

Arabic is the second largest most widely used alphabetic writing system in the world (the Latin alphabet is the most widespread). The Arabic script has been adapted to such diverse languages, Persian, Turkish, Spanish and Swahili (Seriki, 2004). Today Arabic is universally recognized as a language occupying a position, which is not less in status and rank than such International Language as English, French or Germany. It has long been adopted by African Union (AU), Oil Producing and Exporting Countries (OPEC), United Nations (UN). Arabic also is the official language of Non-Aligned Movement (NAM), Confederation of African Football (CAF), Federation of International football Association (FIFA), Amuni (2004) and other Internationally recognized Organizations see it as a tool for political and other diplomatic transactions. It is studied and accorded high status like others in the world.

The Role of Arabic Language in Economy

Economy: Ajape (2014) observed that Arabic had been the language of commerce for centuries. As mentioned earlier, there was commercial link between North Africa and West Africa before the Advent of Islam in West Africa. This explains why the historical development of Arabic language was tied to the commercial activities. Moreover, there is a strong commercial link between Nigeria and Arab countries in Asia and Africa. Since Nigerian citizens transact business in Egypt, United Arab Emirates

and Saudi Arabia, among others, the knowledge of Arabic and ability to speak Arabic will assist in boosting Nigerian economy (Ajape, 2014). The introduction of Arabic in Nigeria also creates a situation of positive economic life because it guaranteed a good source of income for indigenous Arabic scholars. They became employers by establishing Arabic schools and employed Arabic specialists, thereby reducing the rate of unemployment in the country. Also, Nigeria is a strong member of organisation established to ensure the stability of the price of the petroleum in the international market. As many of the most influential member nations are Arab countries, Arabic language will create opportunities to enter into agreement with them and there will be better interaction between us (Abdelali, 2003).

Arabic had reached its peak of glory in the Northern Nigeria and was adopted as the official language after the Jihad activities of Uthman bin Fudi which began in 1804. This Jihad served as a catalyst for the spread and reformation of Islam. It also served as a booster for the spread of Islamic Education and contributed to efflorescence of Arabic scholarship in Nigeria. The advent of the British in Nigeria, however, opened a new chapter in the history of Arabic language. In a nutshell, Arabic became the language used in schools, religious gatherings, courts and communication, among others. But unlike the royal patronage accorded the western education by the British, Arabic education was a matter of private affairs.

The outcome of this study was in tandem with Amuni (2004) and other internationally recognized organizations such as AU, OPEC, UN, NAM, CAF and FIFA who see Arabic as a tool for political and other diplomatic transactions. It is studied and accorded high status like others in the world. The study would encourage the facilitation of teaching of Arabic language in the various institute of the nation. It will strengthen diplomatic and economic relations between Nigeria and the Arab Nation. It is hoped that Nigeria economy will be out of economic recession if Arabic language is properly understood by its learning as it would empower the learners to solve problems relenting to language of transactions between Nigeria and Arab Nations. Also, it status would be emancipated from elective to compulsory subject.

The local scholars who were knowledgeable in Arabic enjoyed some socio-political privileges in the society which ordinary people could not enjoy. This greatly motivated the people to learn Arabic. Arabic, therefore, successfully competed with local languages such as Kanuri, Fulfude, Hausa and Yoruba. In other words, Arabic language enriched these indigenous languages with hundreds of religious, political and commercial words and expressions.

Language is the vehicle through which peoples' culture is transmitted. (Arabic inclusive) It is an index of identity which serves as a repository of a people culture, industry and exploits. It is language that differentiates the homo-sapiens from other animals. The most effective engine of a people's culture is their mother tongue (MT). Indigenous languages are treasures of culture and self-identity. In other words, language is the indicator of history and self- identification (Solanke, 2006). It is an indispensable cultural legacy with which all forms of human interactions are carried out. According to Nwadike (2004), it is the key to the heart of the people. If we lose the key, we lose the people. If we treasure the key and keep it safe, it will unlock the door to wealth or affluence, thus bringing about national development. This development ranges from growth in education (i.e. intellectual growth), politics, economy, science and technology. From the above statement about language bringing about development of various kinds, Arabic could be used as a tool to proffer solution to economic crisis in Nigeria

Language is the most fundamental and important tool for youth empowerment. It is a weapon for the uplift of the underprivileged, the marginalized, the un-informed or the illiterates in the society. The culture of reforms initiated by the previous administration is designed to engender sustainable change in democratic governance. This reform is to be carried out through education, and language is the tool for doing this. This is one of the Millennium Development Goals (MDGs) that runs through the National Economic Empowerment and Development Strategy (NEEDS). Youth empowerment is a re-branding enterprise, as the empowered youths are likely to shun corruption, and make positive contribution to national economic growth, peace, security and political stability.

Empowerment is the process whereby people are enabled or given the opportunity to improve in order to contribute to positive change. It takes varied forms and dimensions which include activities like individual self-assertion, self-improvement, collective bargaining or resistance in order to challenge existing power relations (Okeshola, 1995). Self - empowerment takes varied forms such as education, apprenticeship, usurpation, domination and force. Education is the most fundamental and important tool for empowerment or for the achievement of social justice and equity. Social scientists prescribe education as a tool for the up-lift of the underprivileged, the marginalized, and the oppressed within the society (Graham-Brown, 1991). Education is therefore a veritable instrument for promoting empowerment, and best done through the medium of languages of which Arabic is inclusive. Scholars after graduation from various institutions of learning could establish schools, produce text books of various kinds in Arabic language, the sale of which will be generating monies for authors thereby limiting dependency on government.

Modern man can hardly contemplate communal life without the instrument of language. Performance, especially spoken language, defines personality. For the teacher, his credibility is almost entirely anchored on his competence in communicating ideas, and stimulating learning through the use of language. Articulate and well-spoken teachers always invariably win the hearts and respect of their students. Feminists have advanced the issue of empowerment of women through education as a means of challenging patriarchal ideology of male domination and women subordination. Empowerment entails life-long struggle for survival and transforming the structures and institutions (e.g. laws, social practice, political process, religious matters) that seem to perpetuate or reinforce gender discrimination and social inequality. According to Graham-Brown (1991), for the individual, empowerment through education promises an escape from poverty, oppression. It also promises greater social prestige, job mobility and better future prospect. Education empowers through language. This is also true of Arabic as a language.

Language and language studies empower those who are engaged in them. Language as a means of communication is the corner stone of any educational process (Ige, 2000). It plays a vital role in education as a subject and it is also a medium of instruction. Education, whether formal or informal, is carried out through the medium of some languages, and learning at any level is largely verbal (Awoniyi, 1978). Language, whether spoken or written, is the vehicle through which knowledge is cultivated, and knowledge is power. One of the cardinal points in the Federal Government's National Economic Empowerment and Development Strategy (NEEDS) is education, and language education is a key tool and bridge to the future (Olaoye, 2004). It empowers children and the youth to take charge of their lives. This involves acquisition of skills and knowledge that would prepare them for the world of work. Empowerment using Arabic education could be achieved through establishment of schools, dawah (evangelization), publication of books in Arabic for learners' consumption, trading with Arabs countries and dawah training(train the-trainers programme) among others.

Statement of the problem

Nigeria, a country that is strategically located and blessed in term of economic buoyancy has been experiencing economic instability which ranges from buoyancy to recession due to some factors such as economic, political and nation insecurity, economy meltdown, immorality, social vices such as kidnapping, bribery, corruption, embezzlement, fornication, adultery, lack of adequate fund to finance development, revenue, corrupt leaders among the governor, senators, representative and bad governance. However, the government has been trying in one way or the other to get this nation out of this economic recession but still the country is wallowing in the state of serious economic pandemonium and if care is not taken, it will gradually shift from economic recession to total economic meltdown which can be calamities, problems, confusion and collapse. The researcher therefore wants to identify weather language, especially Arabic because of the significant roles its plays in the world in term of development, economic, political, culture and civilization etc. (Lawal, 2006), can serve as tool to liberate or prevent Nigeria from this economic mess and instability.

Purpose of the Study

The main purpose of this study is to examine whether Arabic language can serve as a solution through the views of language educators at the University of Ilorin, to economic recession in Nigeria. Specifically, the study find out:

a. difference in language educators view in both faculties of Arts and Education in the University of Ilorin on Arabic language as a solution to economic recession in Nigeria

Research Question

1. Is there any difference on the view of language educators at both faculties of Arts and Education in the University of Ilorin as regard Arabic as a solution to economic recession in Nigeria?

Research Hypothesis

HO_1: There is no significant difference in the view of language educators at both faculties of Arts and Education in the University of Ilorin as regard Arabic as a solution to economic recession in Nigeria

ResearchDesign

This study is descriptive survey in nature. It describes how Arabic language serves as a tool to combat economic recession in Nigeria using Arabic checklist to elicit responses from various language experts from both faculty of Arts and Education. Daramola (2006) defined descriptive survey as a research type that makes collection of information from various sources easier. The researcher collect information from all the language educators at the University of Ilorin from where he draws inferences on the information gathered. The survey is the systematic collection of data from the population of language educators. The justification for this is based on the view of Gay (2006) who opines that descriptive research is a process of describing and reporting the educational phenomenon the way it is. This research describes and reports how Arabic serves as a tool to curb economic recession in Nigeria.

Instrumentation

The instrument used for data collection was a checklist of fifteen questions item on economic recession as regard Arabic language. Each of the statement in the item has four options of strongly agree which attracts four marks, agree attracts three marks, disagree attracts two marks and strongly disagree attracts one mark. The respondents are to tick the option that best represent their views. The research question led to corresponding hypothesis which was answered by mean standard deviation and t- test. As for other research question which sought for the general language educators view in University of Ilorin as regard the theme of this research regarding the four liker scale of agreement and disagreement level was used to published in another outlet. The face and content validity of the instrument was determined by two Arabic language experts and two language educators' expert at the University of Ilorin, while the reliability of the instrument was assessed within a time interval of about three weeks using Pearson correlation co-efficient to correlate the score of the first and second administration of the instrument. The value of the correlation was 0.73.

Data Analysis and Results

Analysis of Demographic Information of the Respondents

Table 1: Faculty Distribution of the Respondents

Faculty	Frequency	Percent
Arts	35	77.8
Education	10	22.2
Total	45	100.0

From table 1, result shows that the respondents from faculty of Arts are 77.8% (35) while the respondents from faculty of Education are 22.2% (10) which makes the total number of respondents to be 45. The result implies that there were more respondents from faculty of Arts than faculty of Education.

Hypothesis Testing

Since the research question correspond with research hypothesis, the hypothesis was tested in the course of this study

A research hypothes is postulated for this study was tested using t-test statistics at 0.05 level of significance

Research Hypothesis: *There is no significant difference in the views of language educators at both faculties of Arts and Education in the University of Ilorin on Arabic as a solution toeconomic recession in Nigeria*

Table 2: Mean, standard deviation and t-test analysis on the difference in the views of language educators at both faculty of Arts and Education in University of Ilorin on Arabic as a solution to economic recession in Nigeria

Faculty	N	Mean	SD	t	Df	Sig (2 tailed)	Decision
Arts	35	45.6	7.14	.495	43	.623	**Not Rejected**
Education	10	44.4	3.92				

P>0.05

Result from table 2 shows the t value yielded .495 which is not significant with P value .623 > 0.05. This shows a non-significant result. Hence, the null hypothesis is not rejected. This means that there is no significant difference in the views of language educators in both faculty of Arts and Education on Arabic as a solution to economic recession in Nigeria ($t_{(43)} = .495$; $P > 0.05$).

Summary of Findings

The following are the findings from this study:

It was found that there was no significant difference on lecturers' views from both faculties of Arts and Education as regard Arabic language as a solution to economic recession in Nigeria. This implies that all the language educators in both faculties concurred that Arabic language is a solution to problem of economic recession in Nigeria.

Discussions

If languages can be used as a tool for different purposes as observed by authorities such assolanke (2006) who claimed that language is a vehicle of cultural transmission,Nwadike(2004) who opined that Language is key to peoples hearth, Okeshola (1995), asserted that Language is the most fundamental and important tool for youth development and Graham Brown(1991) observed that Education empowers through language, then Arabic as a language can be used to curb economic recession in Nigeria. The outcome of this study was in line with Amuni (2004), and other internationally recognized Organizations such as AU, OPEC, UN, NAM and FIFA who see Arabic as a tool for political and other diplomatic transactions. The finding of this studyalso corroborates the observation of Ajape (2014), on Arabic, being the language of commerce between North and West Africa before the advent of Islam in West Africa for centuries. It is studied and accorded high status like others in the world. It study would encourage the facilitation of teaching Arabic language in the various institute of the nation. It will strengthen diplomatic and economic relations between Nigeria and Arab nation. It is hoped that Nigeria economy will be out of economic recession if Arabic language is properly understand by it learning as it would empower the learners to solve problems relating to language of transactions between Nigeria and Arab Nations. Also, it status would be emancipated from elective to compulsory.

Conclusion

It was concluded that Arabic can be used as a tool to curb economic recession in Nigeria as agreed by the respondents from both faculties of Arts and Education at the University of Ilorin.

Recommendations

1. The government should encourage Arabic learning across all levels of education
2. Workshops and seminars must be organized for lecturers as well as teachers to enhance better understanding
3. The status of Arabic language should be changed from elective to core subject.

References

Abdelali, E.Q. (2003). *Arabic language in Sub-Sahara Africa: past, present & future.* Islam: ISESCO.

Adeniran O.A., Adekunle, E.A. & Adeleke, I. A. (2017). The pertinence of fuel subsidy in Nigerians economic recession. *International Journal of European Studies*, 1, 3, 60-71

Adeniran, A.O. (2016). Effects of fuel subsidy on transport costs and transport rates in Nigeria. *Journal of Energy Technologies and Policy*, 6, 11, 16– 31

Adetayo, O.A., & Ben, O.S. (2018). Global Journal of Human- Social Science (E) Volume xviii Issues 1 Version 1Publisher: Global Journals Online ISSN:2249-460X& Print ISSN: 0975-587X

Agagu, O. (2007). Interview. Vanguard July 14th, 2007. P.35

Ajape, K. O. (2014). *Evaluation of Arabic Language curriculum in selected universities in Nigeria & its relevance to the national policy on education* (Ph.D. Thesis) Institute of Education, IIUM

Ajayi, M.A. (I999). *National advancement in Nigeria: The impact of education innovative approaches to Education and human development.* LECAPS Publisher: Jos

Akinyanju, P. (2007). Crucifying ASSU, Vangauard June 13th, 2007. p.39

Akaito, J.G. &Dowyaro, T. (2007).The role of language in enhancing peaceful co-existence in Nigeria.Journal of language and literacy studies. 2, 1, 25 - 47

Al- Hassan, BSY. (2007). Language education in Nigeria the context of the on-going education reforms in Nigeria: is ties, challenges, problems and prospects, lead paper presented at *2nd National Annual Conference of School of Languages, Kaduna State College of Education GidanWaya, Kafanchan held between 19th- 21st June 2007.*

Amuni, O.K. (2004). Arabic language in Nigeria: an educational and cultural heritage in Otunuyi, A.K.T. BarihiAdetunji and Yusuf, T.O. (Eds) *studies on Arabic Acculturation in Nigeria.* Part one. Ilorin, Taofiquillahi Publishing

Awoniyi, T.A. (1978) The mother tongue in education. *Yoruba language in education.*Ibadan: OUP 15-26.

Chejne, A.G (1968) A *history of foreign words in English. London:* Routeledge and Keganpaul

Daramola, S. O. (2006). Research and statistical Method in education for students and researchers in tertiary institutions, Ilorin: Banithex Printing and publishing

Encyclopedia of Islam;Vol, 1960

Farrant, J.S (1988). *principle and practice of Education, Singapore:* Longman Singapore. Publisher pte ltd

Federal Ministry of Education (1999) *National policy on education* Lagos: Nigeria Educational Research and Development council (NERDC)

Graham-Brown, S. (1991). *Education in the development worlds.*Ibadan: Longman.

Gray; L R (2006) *Educational research competences for analysis and application Columbus*, ohion Charles E. Merril Publishing Company.

Hitti, P.K (2008). *History of Arabs from the earliest time to the present*

Ige, B. S. (2000). Language as a tool for moving education forward in the year 2000 and beyond. *Literature and linguistics in the 21st century.* Kaduna; NCCE Publication.

Kilgour, D (1999) *The importance of language P.C, M. P. Edmonton South East Secretary of state* (Latin America and Africa) Southern Albarta Heritage Language Association Calsary

Kinberly, A (2016) 'Recession, Examples, Impact and Benefits''

Krugman, P. (2008) *the widening Gyre*" New York: Times, oct; 27, 2008

Lawal, M. A. (2006). *Teachers perception of difficulty levels of topics in the semi or Arabic curriculum in Oke-Ogun, Oyo State, Nigeria*. (M. Ed. Dissertation), University of Ilorin, Ilorin, Nigeria
Merriam-webster dictionary, inc. 2012

Munasinghe, S. (2004). *Effective instructions through dynamic discipline*. Ohio, Charles E. Merill.

Noko, J. E. (2016). *Economic recession in Nigeria: Causes and solution. Retrieved online from* http://educacinfo.com/economic-recession-Nigeria/

Nwadike, E. (2004). The role of Igbo in enhancing national unity, in Oyewole (ed) *Nigerian Languages for National Development and Unity.* Ibadan: Longman Communication.

Okeshola, R.B. (1995). *Gender sensitivity planning in Nigeria*. An unpublished paper, Zaria: Ahmadu Bello University.

Olaoye, .A. A. (2001). Sociolinguistics of language of Religion in Nigeria. In: *Journal of Arabic Studies JARS*, University of Ilorin. 15, 17-25.

Oladipo, S.O., & Fabayo, J.O. (2012). "*Global recession oil sector and economic growth in Nigeria*" Asian transactions on basic and applied sciences (ATBAS), 1, 6, 29-41

Onisabi, & Adamu (2007). observed *erroneous belief and perception of Arabic language*, in some quarters as synonymous to Islamic Study.

Study.com. "Introduction to macroeconomics" help and review/business courses accessed August, 2017

Solanke, J. (2006). What has folklore got to do with it? Endangered languages and the electronic age.*Proceedings of the national workshop on best practices to safeguard Nigerian languages.*Abuja: UNESCO publication.

Yaqub, 2002 stated in inconsistency of language policy which is not favourable to study Arabic language

Wikitionary: English Dictionary 3.0 Lincence by Wikimedia Foundation Licensing Policy.