

## Enhancing the Use of the Arabic Language and Developing its Teaching In Light of the Science of Language Teaching

The development and modernization of education in contemporary society are urgent demands due to their vital importance and effectiveness in fostering growth and stability. Despite the significant attention given to the Arabic language, particularly in pre-university education, scientific reports and field research indicate a notable weakness among learners in their proficiency in the national language. This weakness manifests in a large number of grammatical errors found in their speech, reading, and writing across all levels of education, including university students and graduates. The emergence of a new generation of learners who struggle to master Arabic and lack proficiency in foreign languages exacerbates this issue. While learners often bear some responsibility for their linguistic shortcomings, it is essential to recognize that various factors have contributed to this crisis. In this book, we identify, analyze, and propose solutions to address these causes within the framework of language teaching science. This evolving discipline is dedicated to understanding and shaping linguistic realities, overcoming obstacles in the educational process, and implementing effective strategies for success.

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المركز الديمقراطي العربي



Democratic Arab Center  
for Strategic Political and Economic Studies

## Enhancing the Use of the Arabic Language and Developing its Teaching In Light of the Science of Language Teaching

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## ***Table of contents***

<b><i>Introduction</i></b>	<b><i>7-8</i></b>
<b><i>Presentation and Analysis</i></b>	<b><i>9-41</i></b>
<b><i>1. Didactics (Term and Concept)</i></b>	<b><i>9-12</i></b>
<b><i>2. Research in didactics</i></b>	<b><i>13-21</i></b>
<b><i>3. Teaching Arabic in Higher Education</i></b>	<b><i>22-31</i></b>
<b><i>3.1. Arabic Language in Scientific and Technical Specializations</i></b>	<b><i>25-27</i></b>
<b><i>3.2. Arabic Language in Foreign Language Departments</i></b>	<b><i>27-29</i></b>
<b><i>3.3. Arabic Language in Humanities and Social Sciences Departments</i></b>	<b><i>29-31</i></b>
<b><i>4. Didactics Science and Management of the Future of Language Education Making</i></b>	<b><i>32-33</i></b>
<b><i>5. Educational relationships with other scientific knowledge</i></b>	<b><i>34-41</i></b>
<b><i>5.1. Linguistics</i></b>	<b><i>34-38</i></b>
<b><i>5.2. Psychology of all kinds (general psychology, educational psychology and linguistic psychology)</i></b>	<b><i>38-39</i></b>
<b><i>5.3. Sociology of all kinds (general sociology, educational sociology, linguistic sociology and cultural sociology)</i></b>	<b><i>39-40</i></b>
<b><i>5.4. Pedagogy</i></b>	<b><i>40-41</i></b>
<b><i>Conclusion</i></b>	<b><i>42-47</i></b>
<b><i>References</i></b>	<b><i>48-50</i></b>



▪ **Introduction:**

The development and modernization of education in our contemporary reality are urgent demands for any society due to their vital significance and as effective means upon which societies rely for their growth and stability. Despite the significant attention given to the Arabic language, especially in pre-university education stages, scientific reports and field research indicate a notable weakness among learners in their national language, with a large number of grammatical errors prevalent in their speech, reading, and writing at all levels of education. University students and graduates are not exempt from this observation. It has been observed that the new generation of learners do not master Arabic and lack proficiency in foreign languages. In many cases, responsibility for this linguistic weakness falls on the learner, appearing directly responsible to some, being the first and last point of blame. However, it is a fact that many reasons have contributed in varying proportions to creating this crisis. In this book, we have identified, diagnosed, and analyzed these reasons, and suggested possible solutions to overcome them, in light of language teaching science -a constantly evolving and renewed field



concerned with managing linguistic realities and shaping their future, by addressing the various problems facing the educational process, and by monitoring methods and mechanisms for success.

Research into promoting the use of the Arabic language and developing its teaching to become the language of communication and science in all vital fields, akin to research in any sector of knowledge, cannot reach the required level unless it transitions from individual effort to organized collective effort. Therefore, all the solutions that can be suggested to change the old situation of the Arabic language will have no effect unless they adopt comprehensive linguistic planning based on extensive organized collective research and supported by substantial material and human resources.

Certainly, many of the questions posed in the linguistic problem cannot be answered by language specialists or educators alone, as research in this area is contingent upon decisive political decisions supported by the research of scholars, and the experiences of peoples and nations that have faced the linguistic problem itself or similar issues.

▪ **Presentation and Analysis:**

**1. Didactics (Term and Concept):**

We note that in the Arabic language, there are several terms corresponding to a single foreign term, perhaps due to the diversity of translation sources, as well as to the phenomenon of synonymy in the Arabic language, and even in the original terminology language. When translated into another language, the synonymy is transferred to it, as evidenced by: "The multiplicity of terms derived from English, both British and American" (Yūsuf, 1984, P. 38), and there are many examples of this phenomenon in Arabic, whether related to English or French, as they are the two languages from which contemporary Arab thought draws its diversity of discourse and related knowledge.

Among these terms is the term "DIDACTIQUE", which is equivalent to several Arabic words: educational, didactics, pedagogy, teaching science, teaching methods, and teaching.

These terms vary in usage; while some researchers choose to use "didactic" to avoid any ambiguity in the term's meaning, other researchers use "teaching science" and "pedagogy," and a few

other researchers use the term "educational" as in linguistics and mathematics, etc. As for the term "teaching," it is an Iraqi usage that has not gained widespread use. However, the term that has become more common in usage than others is "educational," and that's why I chose it as the equivalent of "didactique," despite the temptation exerted by both "teaching science" and "pedagogy." (Ibryr, 2001, P. 70).

Jean-Claude Gagnon defined didactics in a study he published in 1973 entitled "La didactique d'une discipline" (The Didactics of a Discipline) as follows: "An overall and dynamic problem, involving:

- Reflection and thinking on the nature of the subject matter and the nature and objectives of its teaching.
- Preparation of its specific hypotheses, based on constantly renewed and diverse data from psychology, pedagogy, sociology... etc.
- Theoretical and applied study of the pedagogical action related to its teaching." (Rashīd, 1991, P. 39).

From this definition, we can conclude that didactics is an independent science in itself, studying teaching in terms of its content, theories, and methods as a scientific study. It is a specialization that benefits from several fields of knowledge, such as linguistics, psychology, sociology, education, educational theories, and test and evaluation science (La docimomgie), and educational technology... choosing from them what suits it to establish a foundation for a new specialization in the field of teaching. P. Foulquie distinguished between two types of didactics (Ibryr, 2001, P. 71):

- **General didactics**, which corresponds to general education, which deals with various forms of teaching: lectures, lessons, practical work.

- **Specific didactics**, which corresponds to special education, which deals with various subjects, such as reading, writing, and arithmetic. According to most specialized researchers, it branches out into two main directions:

- Didactics as a theory of teaching content.

- Didactics as a theory of teaching methods.

Thus, it is the science of teaching content and its methods, examining the field of language education in two interconnected questions: What do we teach? And how do we teach?

The first question is answered by applied linguistics in language teaching (*linguistique appliquée dans l'enseignement des langues*), by defining the subject matter as well as how to teach it. By considering its lexicon, semantics, grammar, and sounds, and by stripping away linguistic structures or forms and concepts that align with learners' needs.

The second question is answered by the science of language teaching methodologies (*méthodologie de l'enseignement des langues*), by identifying learners' needs and adapting them to respond to the objectives and methods of teaching.

## **2. Research in didactics:**

Research in didactics covers various topics, as specialists can be interested in multiple aspects beyond the subject matter alone, but extend to include everything related to the educational process in its various dimensions and trajectories, in a correlation, coherence, and harmony between its various constituent elements forming the learning and teaching system (Ibryr, 2004, P. 287) ; which can be detailed as follows:

**2.1. Knowing the Learner Sample:** Who are they? Young or old? What is their cognitive level, and their previous knowledge of the subjects they study, and of the subject they will study again? What are their psychological and social characteristics, and their characteristics as a group of learners grouped in one class? And their individual characteristics?

Answering these questions enables the researcher in didactics to determine the learners' incentives, their various motivations towards learning, their stance towards the subject, and their relationship with the environment and their use of language (Alfārby, 1994, P. 7).

**2.2. The Teacher:** In their identity, training, psychological, cognitive, and social characteristics, and their relationship with the general trends in education, their teaching practices, delivery methods, and performance.

**2.3. The Content:** Represents everything that can be taught and learned, and the set of scientific and technical knowledge comprising the content of the prescribed curriculum. In didactics research, one can study educational content descriptively or analytically, or comparatively, or from the perspective of socio-linguistics- or -psycho-linguistics- (Alfārby, P. 7), in order to determine precise criteria for selecting the material. In language didactics, for example, there are several principles for selecting linguistic material, as not everything in the language is necessary for the learner; as "the learner in his oral and written expression is limited to some linguistic elements without others, as he does not use everything in the language, no matter how cultured or linguistically rich he is, and this common level of usage among all people to perform necessary communicative purposes is what the learner needs." (Sālimī, 1995, P. 140).

Dr. Abdelrahman Al-Haj Saleh says in this context: "The learner does not need everything fixed in the language to express their purposes, but the words that indicate ordinary concepts and some scientific, artistic, or cultural concepts required by modern life suffice. As for the technical language that they will need after choosing a specific profession and then the broad linguistic richness, this will be part of their personal acquisitions, obtained through the passage of days in their cultural journey and in receiving various lessons other than language." (Al-Hājj Ṣāliḥ, 1974, P. 44), And not everything in the language suits the child or adolescent in terms of words and structures at a certain stage of their growth and development. (Al-Hājj Ṣāliḥ, P. 44).

The researcher in language didactics can conduct an individual level assessment of the language, in order to determine its necessary elements for teaching, facilitating the work of the language education specialist. Because statistics are an effective means that enable the researcher to conduct their analyses and comparisons between different methods, to identify weaknesses and propose appropriate solutions. (Sālimī, P. 140-141).



In addition to the difference between spoken and written language and the priority of reviewing the written work, there is a difference in quantity and type between linguistic elements in oral and written discourses, which must be taken into account in developing methods for teaching our language if we want to make it a common and natural usage. (Sālimī, P. 141).

**2.4. Educational Institution:** Where is it located? In an urban or rural social environment? Is it able to provide the necessary means of work? What are the laws governing it?

**2.5. Understanding the Objectives:** What are they? Are they general or specific or procedural? Are they related to general skills or specific knowledge? Who chooses and defines them? Educational specialists have drawn attention to the importance of objectives in the education system, in order to reach the optimal way to establish an education based on meticulously studied educational objectives. It can answer the following questions:

Does education primarily aim to impart information, skills, behavior, or specific intellectual attitudes such as criticism, creativity, or expression? Does education aim to impart learners with real

problems and a deep understanding of concepts, control over them, and the connection between their various relationships? (Shābū, 1995, P. 33).

**2.6. Activities:** What are the activities that the teacher engages in to convey their information, related to listening, speaking, reading, and correction skills? There are oral and written activities, and attention or satisfaction cannot be limited to one side, but rather there should be harmony and integration between them. These activities include aspects related to the teacher, and others related to the learner, so they are called educational-learning activities. For example, providing opportunities for learners to talk about topics within different contexts with other learners inside the classroom, and the exchange of roles between them, and the development of their communicative competence. Learners can also be encouraged to listen well, maintain silence when listening, and prepare for quick oral responses. They should know when to speak up and distinguish between types of speeches directed at them, their different purposes, and whether they are for persuasion, clarification, influence, drawing attention to something, or argumentation. They should speak boldly and clearly using useful

phrases, and not limit themselves to answering with a single word, and they should also be trained in the etiquettes of conversation and discussion and what it requires of various abilities such as adapting to different speech situations, knowing the differences between addressing children and addressing adults, and those in a social position that demands respect, and those in a lower position, and choosing the appropriate speech, and what it requires in terms of words and structures. The teacher should not only convey the contents of their knowledge but can also work on imparting various skills to learners that support communicative competence in speaking and writing (Ibryr, 2000, P. 248-249).

And there must be an emphasis on written activities as well, for their importance in imparting learners with critical thinking skills. Writing topics, commenting on them, summarizing them, and putting them in writing can develop advanced thinking strategies. "Because writing activities are creative in nature, they encourage deep thinking, mental engagement, and direction towards discovering meanings, ideas, and relationships..." (Ḥamdān, 1996, P. 226).

And we note - in all of this - that the role of the teacher lies in their methodological interventions and necessary guidance only, and in some cases, it may remain on the sidelines, not intervening in every detail, to allow room for students to express themselves and communicate, leading to productive competition and strengthening students' motivation towards learning (Ibryr, 2000, P. 249-250).

**2.7. The means** that can be used in performing the process, for example:

Is it a classroom or a laboratory? Is it a book or printed materials or images or tapes?... etc.

**2.8. The actual results** achieved, and whether the specified objectives have been achieved? What is the percentage of this achievement or success? Can learners participate in evaluating the results obtained? What are the gaps that have appeared and need to be filled? What are the difficulties faced by teachers and learners together in education and learning? Is it related to the method or to the learner? Or to the content or to the means or to the teacher? Considering the teacher as the primary element in the educational process? And how is all of this corrected? Is it through the evaluation process itself?

What can be explored by the didactics specialist can be summarized as follows: "**Learners** in a relationship with: a **teacher** to learn, **content** within a framework, an **institution** to achieve, **objectives** through, and **activities**; with the help of **means** to achieve **results**." (Alfārby & Alghrdāf, 1989, P. 17).

The most important topics that can be the primary concerns of didactics, and it is up to the specialist in this field to explore them, according to Claude Begin in an article titled: "La didactique et ses principales préoccupations" in (Rashīd, P. 72): Sensitizing teachers to different educational problems, making them aware of some educational objectives and some means to achieve them, facilitating education, and developing mental skills (such as mental calculation, problem-solving, deductive thinking...), and searching for the minimum level of education, what remains of it, as there are many important knowledge areas that are prone to forgetfulness.

Enriching the educational environment by confronting knowledge and understanding it, especially since the era we live in is the era of knowledge, and there is no place for those who lack it, as well as motivating students towards academic

subjects and exciting them for education, and highlighting the importance of academic subjects and their functions in society. Also, training teachers and improving their pedagogical performance, conducting research on educational materials, organizing the process of education and learning, and research - also - in curriculum development and educational program improvement, without forgetting in all of this research the evaluation and its methods and types, and its importance in the educational process.

### **3. Teaching Arabic in Higher Education:**

Despite the significant attention given to the Arabic language, especially in pre-university stages of education, scientific reports and field research conducted on this matter indicate a significant weakness among learners in their native language, with numerous grammatical errors prevalent in their speech, reading, and writing at all levels of education. University students and graduates have not been immune to this phenomenon (Al-Sayyid, 1987, P. 50-65). It has been observed that the new generation of learners lacks proficiency in Arabic and is unfamiliar with foreign languages (Ḥassānī, 2011, P. 70). Often, the responsibility is placed squarely on the learner's shoulders, appearing as the direct and ultimate cause of this weakness. The truth is that there are many contributing factors, with varying degrees, to creating this crisis, primarily educational policies.

Although there has been considerable expansion in teaching and popularizing Arabic, it is criticized for several shortcomings that continue to hinder its advancement and usage. These shortcomings include (Ṣārī, 2002, P. 192-193):

- Focusing on quantitative aspects of Arabic language teaching in universities while neglecting qualitative aspects. There is an abundance of linguistic material offered, particularly in social and human sciences, but it fails to address the needs of other vital fields.

- Development efforts are often piecemeal and scattered, lacking comprehensiveness, integration, and foresight. They rely more on personal experiences than on meticulous field investigations and scientific research.

- Narrowness of content, ambiguity of objectives, weakness in methods, means, and evaluation techniques.

- Poor training and lack of pedagogical competence among teachers, particularly in terms of teaching methods, psychology, and educational science. Many lack any « didactic » training in teaching methods and educational psychology.

It is undeniable that high academic credentials do not necessarily equate to good teaching. Many individuals excel in research and authorship but demonstrate clear shortcomings in teaching. Renewing teachers' knowledge and their



pedagogical experiences from time to time, along with improving their performance through pedagogical training, plays a significant role in the success of the educational process (Turkī, 1986, P. 57).

- The sudden transition of specialized university students in technical and scientific fields from receiving knowledge in Arabic to receiving it in foreign languages causes shock and difficulty in thinking and expression. Therefore, the overall weakness experienced by learners (in speaking, reading, and writing) is not due to a lack of intelligence or genius, but directly attributed to the new language they suddenly encounter after being accustomed to their native language. Moreover, the root of this failure often begins with linguistic deficiencies.

These are some of the reasons where educational policies, in general, have faltered, aiming to promote the use of Arabic in vital sectors. These reasons can be analyzed through field experiments and precise observations recorded by Arabic language professors who have supervised Arabization processes or taught Arabic in various departments (social sciences, humanities, basic

sciences, and technology). Some important observations that should be highlighted (Şārī, 2002, P. 194); before discussing teaching Arabic in different departments include:

- Restricting the responsibility of teaching Arabic and promoting its usage in scientific and technical specializations solely to Arabic language professors, while other professors largely relinquish this responsibility. The reality is that promoting the Arabic language is a national project entrusted to institutions and communities, not individuals.

- Teaching basic sciences (such as mathematics, physics, and chemistry) in Arabic is no longer a significant issue in universities because the concepts and terminology in these disciplines are universal. Arabization of these fields has progressed significantly to the point where there is no turning back, as their references are available, and their frameworks can be improved upon.

### **3.1. Arabic Language in Scientific and Technical Specializations:**

Among the most important field observations recorded by some professors supervising the teaching of Arabic language in scientific and

technical specializations, referred to as (T.T.A Traduction et Terminologie Arabe), the following are noted:

- These departments lack structured programs in Arabic language that meet the scientific and linguistic needs of learners in those specializations. The choice of teaching content (topics) is left to personal taste, initiative, and experiences.

- Assigning the task of teaching Arabic language courses (translation and terminology) in the aforementioned specializations to professors specialized in Arabic language and literature, many of whom are not proficient in using a foreign language alongside their native language (reading, pronunciation, and writing). Then, after all this, we blame Arabization for failure and Arabic language for inadequacy!! How can an Arabic language professor explain scientific concepts to students when they are fundamentally unfamiliar with them? Therefore, the only qualification for teaching translation and Arabic terminology lies with professors from the scientific departments themselves. And I believe that their number, though very small, is not negligible. As for the Arabic language professor, they should also supervise the

teaching of Arabic language courses in these departments with the aim of training students in both oral and written expression skills and imparting techniques for scientific article writing.

- Allocating only one class per week for Arabic language does not help in promoting its usage and development, especially considering the significant laxity in its programming, teaching, and study. This laxity appears either at the level of students, professors, administration, or collectively at all levels.

### **3.2. Arabic Language in Foreign Language Departments:**

In order for a professor to convince students of the usefulness of the educational material presented to them and to effectively manage their lessons, they must possess linguistic, scientific, and pedagogical proficiency that continually instills a desire for learning in students and enables them to present teaching content in an engaging manner (Al-Ḥājj Ṣālīḥ, 1974, P. 44). However, the reality often contradicts this. Arabic language professors in these departments are often labeled -whether truthfully or falsely- as traditional in their form, content, and teaching methods compared to foreign language

professors. They are portrayed as professors who, as they claim, do not excel in languages and view the world around them solely through the lens of the Arabic language, defending and being biased towards it because they do not know foreign languages. Their perception of Arabic language professors reflects on the language itself. Despite the exaggeration in judgment, there are many reasons that have led to this exaggeration, the most important of which are (Şārī, 2002, P. 196-197):

- The classical topics presented by Arabic language professors, which are repeated topics encountered by students regularly during the first three years of their studies. There is no unified ministerial program that specifies the topics of Arabic language in these departments, so personal taste and improvisation play a significant role in selecting the topics for this subject.

- The method used to present these topics to students does not go beyond lecturing and dictation. It is a traditional teaching method that has been surpassed by time compared to the methods used to teach students their specialty subjects.

The enhancement of Arabic language in foreign language departments urgently requires rich and

engaging programs selected from the linguistic, critical, and literary heritage contained within the Arabic language. Field experiments have shown us that providing such programs alongside competent professors plays a significant role in students' interest in studying this subject and respecting its teachers.

### **3.3. Arabic Language in Humanities and Social Sciences Departments:**

What is observed in the College of Arts, Social Sciences, and Humanities, which is supposed to take the lead in promoting Arabic language and its widespread use, is that the level of its graduates does not reflect the efforts made in these disciplines. The student enrolled in these branches progresses through the educational path to the end, only to graduate from the university unable to write a simple article or speech in correct Arabic language. Their linguistic knowledge and how they use classical Arabic, both orally and in writing, do not reflect their academic degrees. Despite the massive number of graduates specialized in teaching Arabic language annually from universities and training institutes, the reality proves that the level of Arabic language education is continuously declining.

Among the reasons that have contributed to this decline are (Şārī, 2002, P. 198-199):

- There is a significant neglect in the use of Arabic language in schools, institutes, and universities. Classical Arabic is not practiced by teachers or learners in the classroom or in official scientific and educational meetings. It is known that language usage cannot be enhanced without continuous practice and reinforcement, and colloquial Arabic predominates.

- There is a significant neglect in the admission of large numbers of new students, leading to even greater neglect in education. All institutes and departments are registered under certain conditions except for the Arabic language and its literature department. It is the only department resorted to by holders of a baccalaureate with low grades, as these students reluctantly turn to the Arabic language and its literature department to secure a teaching position, especially when they lack the requirements to enroll in other departments.

- Poor preparation of Arabic language teachers academically, linguistically, and pedagogically has led to teaching sterility. The method adopted by many Arabic language professors mostly revolves

around lecturing, dictation, memorization, and recall, which has hindered students' analytical and creative abilities. Additionally, the quality of the material presented lacks renewal and excitement. It is a narrow subject, and its selection is based on taste rather than objective selection criteria.

The result of examining Arabic language in universities is that the attempts at reform and renewal that have affected Arabic language have not done anything to restore its vitality or promote enthusiasm among students for studying and mastering it. Our language is underserved educationally, and its teaching methods are very backward and unscientific. The crux of the crisis in promoting its usage lies not in the language itself, but in our dry and lifeless approach to it, rather than teaching it as the tongue of a nation and a living language (Al-Sayyid, P. 27).



#### **4. Didactics Science and Management of the Future of Language Education Making:**

The explosion of knowledge and technology, and the encroachment of globalization that made the world a global village call for the utmost necessity to work on modernizing education curricula, developing its methods and solving its educational problems in general in light of the linguistic, psychological and social realities... In the field of "education" (Didactics), this constantly evolving and renewed science which is concerned with all aspects of the educational process and its components, including learners, teachers, educational materials, capabilities, procedures and methods produced by scientific and educational experience.

It is noticeable that research in the field of education is constantly evolving and renewed in order to surround the various problems that confront the learner and the teacher in the educational learning process... and to monitor the ways to achieve good interaction between the teacher and the learners through its focus on modern teaching methods and strategies. It also bet on the teacher as the main pole and the first and last target of the teaching process and the first responsible for the

success or failure of each stage of knowledge. It also directed its attention towards the continuous development of teaching and assessment methods and the effective design of active learning strategies in the light of the results of the enclosed field research of educational problems in their natural environment. Therefore, education is based on continuous change and renewal of strategies, methods, and contents according to the requirements of the situation, the requirements of scientific research, and the needs of societies and learners.

## **5. Educational relationships with other scientific knowledge:**

Education overlaps with several other scientific disciplines to a degree that it is sometimes difficult to differentiate between them. General, phonetics, and general psychology, especially those related to learning theories, and other sciences that were concerned with the socio-cultural field, such as economics, history, geography, and ancient sciences such as literature and philosophy... It was by virtue of the development that I knew it was an important resource for work, and the rest of the other sciences found in it what they wanted, since it studies the material - and the learner - and methods” (Alfārby, P. 8).

Therefore; The researcher in education finds himself compelled to search in other sciences that have a relationship and mutual benefits between them and education, including:

### **5.1. Linguistics:**

The teaching of languages has made great use of linguistics from the succession of its schools and theories (Ibryr, 2004, P. 295-296), The linguistic schools and their theories that emerged from them

educationally provided the possibility of thinking and reflecting on the linguistic material, its structures and the curricula that govern it, based on what was presented by F. Saussure in the Le structuralisme school, L. Bloomfield in L'école distributionnelle school, N. Chomsky's L'école générative transformationnelle school, and what the English school presented with Firth then it developed thanks to his student Michael Halliday and Dell Hymes. Several concepts emerged from all of these schools, which had a great impact on teaching languages. The most important of these concepts is the concept of order in Saussure; in his opinion, language is a tight system that consists of levels of analysis: the phonetic, morphological, grammatical, lexical and semantic levels. "Therefore, defining these buildings and their units and the various relationships that link them together would help in the treatment of the studied linguistic materials, a specific pedagogical treatment in which the gradualness of The simple to the complex, which helps to consolidate the information presented in the minds of the learners, and to facilitate the process of invoking it by them..." (Şāliḥ ibn 'Umar, 1998, P. 16).

The descriptive vision of language, which was established in an independent curriculum by Saussure, did not stop its influence only in education, but extended to include methods of analyzing literary texts, Perhaps the best investment of the concept of structure in teaching languages is represented in exercises and structures, which depend on the concepts of contrast (l'opposition), l'analogie, and contraste in understanding language and realizing its connotations. Among the manifestations of influence is also that the spoken language has been reconsidered, and it has become of importance in description and study, and it is a new view, which was not before when historical and comparative studies that focused on written texts of great writers prevailed, that the spoken language is characterized by activity and vitality, from that the child does not begin to learn the written language until after he has learned the spoken language (Ibryr, 2004, P. 296-297).

Teaching languages has also benefited from linguistics in its phonetic aspect in correcting the pronunciation of learners, especially in learning foreign languages, in addition to the fact that most linguistic schools have taken the sentence as its basic unit in the study of language, in addition to the

formation of the basic language balances that speakers of the language need it in most of their lives and fulfill their needs (Şāliḥ ibn ‘Umar, P. 17).

Among the most important linguistic concepts that had a wide impact on language teaching is the concept of “the linguistic faculty” (La compétence linguistique), and it corresponds to the concept of “la performance”, which are two basic concepts in the transformative generative school which enables the individual to accomplish the language after that, meaning that the achievement is an investment for the queen. What Chomsky brought in this context is very important in teaching languages, but it remains insufficient in the view of the owners of the English school called New Firthian in relation to FURTH, the author of the case context theory in the early forties. For this reason, Dale Hymes added another term: “la compétence communicative,” as it constitutes a topic of great importance in both Arab and Western studies, and many books and several universities theses have been written on this. The informative faculty is: “The ability to use language in various rhetorical situations for various purposes” In this way, it goes beyond the linguistic faculty, which means the ability to properly synthesize the phonetic, lexical, grammatical and textual models of

the language system. The Tablighi queen does not mean knowledge of the phonetic, morphological and grammatical system only; rather, it goes beyond knowing the criteria and rules of employment, and the speakers' ability to do so. It does not include linguistic elements and structures alone, but also includes their social rules, knowledge of their contexts and how to use them according to the requirements of their conditions (Ibryr, 2004, P. 297-298).

And thus, linguistics constitutes for the researcher in didactics to study the phenomena that he observes and explains in his research, and an opportunity to present conceptions, plans, and methodological procedures in order to teach and learn languages on two levels; Conceptual or theoretical level, and methodological or applied level.

## **5.2. Psychology of all kinds (general psychology, educational psychology and linguistic psychology):**

Psychology of all kinds constitutes a theoretical background for many theories and approaches (les approches) that form a field of interest for the researcher in teaching languages; The theories that

develop language use mechanisms are based on a background of knowledge related to the psychology of behavior, which considers the manifestations of observed behavior in speech as a starting point for its studies, and responses to various stimuli. Learning is a process of interaction between the knowing self and the subject of knowledge. Psychology answers many questions related to the educational and learning life and provides valuable information about language needs and motivations towards learning and strategies, and tries to answer questions such as: How does the student receive a speech? What are the most important difficulties and obstacles it faces? And what are the overall relationships between learning a language, and between elements such as: personality, memory, perception and understanding (Alfārby, P. 9).

### **5.3. Sociology of all kinds (general sociology, educational sociology, linguistic sociology and cultural sociology):**

If teachings have benefited from the harvest of psychology, they have also benefited from another harvest no less important than the first, which is the harvest of sociology; Because language is a social phenomenon first and foremost, it plays a crucial



role in communication between individuals and various social institutions. (Ibryr, 2004, P. 300), Therefore, sociology answers many questions related to education, such as the different linguistic uses, who uses it and with whom? And how does he use it? What are the social rules governing this? What are the linguistic uses that can be invested in the educational institution? What are the linguistic and non-linguistic situations, the patterns of oral and written communication, what movements, gestures, and non-linguistic reporting systems perform, and their relationship to teaching methods, and what are the cultural and civilizational manifestations of a particular linguistic community, such as bilingualism, pluralism..., and the value systems, customs, traditions and norms expressed in linguistic content. A course for learners at a particular study stage.

#### **5.4. Pedagogy:**

Education and pedagogy share the paths of acquiring and communicating knowledge, but education deals with the contents of knowledge in particular, while pedagogy is concerned with the relationships between learners and teachers, This is about that, as there are those who see that teaching

languages is an extension of pedagogy, a product and a new birth for it (Rashīd, P. 45).

What is important in all of this is that the teaching of languages and pedagogy exchange benefits, as do linguistics, psychology and sociology, teaching and methods of evaluating teaching and learning.

▪ **Conclusion:**

Research into upgrading the use of the Arabic language and developing its teaching to become progressively the language of communication and knowledge in all vital fields, foremost among them educational institutions, is a national project with national dimensions. It requires an enlightened educational policy based on a comprehensive strategy of conception, planning, implementation, vision setting, goal setting, proposing means, implementation, and continuous monitoring, taking into account social needs, our national situation, national conditions, our historical circumstances, and cognitive and scientific transformations.

The first step in this comprehensive reform is to upgrade the teaching of the Arabic language and foreign languages with a future strategic dimension in the stages of general education (primary, middle, and secondary), as they already constitute some of the most dangerous stages on which university education is based. Developing the teaching of the Arabic language in particular and foreign languages in general requires a series of practical measures, both short-term and long-term in scope, the most important of which are:

- Generalizing the opening of the Didactics of Languages specialization (didactique des langues ) in all universities.

In the future, only specialists with a university degree in Arabic language education (didactique de la langue arabe) or foreign language didactics D.L.E should teach the Arabic language and foreign languages at all levels of general education. Regarding vacant and newly created positions. As for occupied positions, an effective training policy should be put in place, based on the rehabilitation of teachers and instructors on the path of serious open and closed seminars, meetings, and internships, as well as their qualification for research and scientific publication..., as in-service training has become a necessary requirement worldwide. It should therefore find its place in the new educational policy. On the one hand, and on the other hand, the selection of candidates holding a baccalaureate diploma who meet certain conditions determined according to the needs and number of candidates when choosing the Didactics of Languages specialization.

- Increasing the coefficient of the Arabic language and foreign languages in competitions and exams, with the baccalaureate exam at the forefront. By this measure, I believe that the elite obtaining the baccalaureate should have excellent command of the scientific languages, both in reading, pronunciation, and writing, and therefore, the issue of the language in which university education should be conducted would not arise at all. This being confirmed that foreign languages are a window to the world, a means of communication and understanding with peoples, and a tool for developing knowledge and transforming modern technology. Its purpose is therefore not civilizational belonging and loyalty to its owners, and therefore it should be taught as a means to achieve a scientific, educational, and cultural goal, and to consider the complementarity between them and the Arabic language.

- Developing a rigorous language policy based on a deep analysis of the linguistic reality and a precise vision of the future, as well as the adoption of educational programs - for the Arabic language and foreign languages - based on research and experimentation to update linguistic programs and courses and constantly develop methods according to the requirements of the era and the needs of the

people. This is done by relying on scientific facts discovered and proven by scientists and educators in the field of language teaching.

These are some of the proposals that we consider important for improving the teaching of the Arabic language at the pre-university stage. As for higher education, it is necessary above all to provide a living environment and a scientific and technical environment that helps the student to receive the sciences in Arabic in an environment where he does not feel stifled. It is not realistic to teach purely scientific and technical specialties in Arabic currently for known reasons, such as the lack of framework and the absence of references.

And among the most important conditions that help promote the Arabic language at the university, there are general conditions and other specific conditions, regarding the general conditions, it is necessary: on the one hand, to gradually train teachers of scientific and technical specialties didactically and linguistically, and on the other hand, to consolidate cooperation between specialists in sciences and those in the Arabic language, and to remove the linguistic and intellectual barriers

between them. As for the specific conditions, which are the most important, they should be:

First, establishing a pilot university (*université pilote*) for teaching all sciences in Arabic, for which the supervising ministry provides all material and human resources, and which relies on professors and experts from Arab countries with high competence and long experience in this field. This pilot university would become the future nucleus that would gradually transfer its experience and disseminate it to all national universities.

Second, establishing national translation centers capable of Arabizing the sciences and cultures produced by foreign languages. These centers should work in coordination with the pilot university, the Arab Center for Arabization, and the linguistic academies. This should create an active translation movement at the level of the cognitive explosion of the era.

It is clear to us that education is an integrated management science - theory and application - in shaping the future of language education. what are we studying? How do we study? The first question relates to the study material in terms of its quantity and quality, in view of its lexicon, its significance,

its meaning and its sounds, and an inventory of buildings or linguistic forms and concepts that are in line with the needs of learners, and answers this question of applied linguistics, which is a specialty that greatly overlaps with educational. As for the second question, it is answered by the science of the language teaching method, which is closely related to education, from determining the quality of learners, their needs and tendencies, and then transforming or translating these needs and tendencies into linguistic templates and concepts, and then adapting them to respond to the learners, goals and available educational means. Thus, many topics are put on the table in educational research, as the specialist can be interested in several interests that are not confined to the material alone, but extend to include everything related to the educational process in its various dimensions and paths in coherence, consistency and harmony between its various components that make up the learning and education system.



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