

## Teaching Communication Skills In Arabic Language At The University Level (Between Reality And Desirability)

Thaer Yousef Oudeh

Article Info	Abstract
<p><b>Article History</b></p> <p>Received: January 01, 2021</p> <p>Accepted: March 31, 2021</p> <hr/> <p><b>Keywords :</b> Arabic language, communication, education, and linguistic strategies.</p> <p><b>DOI:</b> 10.5281/zenodo.4651572</p>	<p><i>The study sheds the lights on the importance of language and its functions, which are reflected in learners' poor linguistic performance and the importance of knowing the concept of linguistic communication based on language because of its significance to human beings, through the elements represented by the addresser, the content, the future, and the environment, its factors, and its possible formulation that is conducted through self, personal, public and cultural communication, and the ability of the teacher through modern teaching steps and methods to enable learners to control these skills and use them in the communication process that constitute an integral part of our lives.</i></p>

### Introduction

Teaching Arabic faces a variety of challenges, particularly pre and post the university enrollment that continue even after graduating from the university. Such study will focus on problems within the university, because teaching Arabic in the pre-university stage is not the matter of this study, despite the fact that these problems are interlinked, such as the severe weakness in Arabic language basics, the (wrong) preconceived notion of the difficulty and complexity of the language, and the traditional teaching approach employed by Arabic language educators, and so forth.

Owing to the fact that university educators have a major role in the educational process, many problems are associated with them, such as academic level, qualification level in the basics of language communication skills, and their philosophy of teaching Arabic to non-specialists at the university level, and university curricula i.e. courses for teaching Arabic. All of which constitute important aspects in educational process. The problems of the plethora of curricula, such as: the extent to which the study plan is balanced in the distribution of courses among Arabic language branches, the development of university courses in a way that serves the educational process, the relationship of the course vocabulary to contemporary life and the development of society, and the problems that affect the educational process and the duration of studying this course, such as: the graduate's career level, and society's and bodies' perspectives of the role of the Arabic language as either a requirement or not requirement for employment, along with English language requirement in employment, and the university graduates' need for Arabic language.

This study attempts to question the problems of teaching Arabic at the university in terms of learning and teaching, and to identify the reasons and present suggestions for solving this problem, particularly since the description of the communication skills course in the Arabic language in the majority of Arab universities that teach this course for students of various colleges, as a compulsory requirement for university. This study adopts a plan that contradicts the course title so-called as (language communication).

### First, the Problems of Teaching Communication in Arabic Language

The problems of teaching Arabic communication are classified into several categories, namely the objectives of teaching and learning the Arabic language at the university level in light of communication theories, the linguistic content of Arabic language books and decisions, teaching methods, and the assessment systems used. The study aims at tackling such aspects.

#### 1-Objectives

As a result of the modernity of life, its complexities, and the distancing of most generations from the authenticity of the language, the researchers' perspectives of teaching and learning language have developed. Therefore, they take into account the nature of the language, its function, and its importance for learners,

because language is a means of communication that considers as an interactive process between two parties that could be achieved through language.

The modern era is witnessing a steady growth in the educational process, especially at the communicative and cognitive levels, there are many reasons behind that, such as the issues that are related to the philosophy of language teaching as a means of communication to achieve political, economic, or religious purposes, etc. Accordingly, the achievement of the objectives envisaged in the teaching of this course must be directed towards reorienting the course, taking into account the issues that occur around them. There is no doubt that the objectives of language teaching and learning are manifested as follows:

- The learner's control over the basic levels such as the phonemic system of the language, production and listening, knowledge of language structures and its basic rules in terms of theoretical and functional aspects, the familiarity with an appropriate amount of vocabulary for understanding and using.
- Communication competence, which is the learner's ability to use the language automatically, and to express fluently about his/her ideas and experiences, while being able to easily comprehend what s/he receives from the language because language depends on speaking, thus, its primary function is communication.

## **2-Linguistic Content**

The content is the core for conveying perceptions and ideas, and it is an indication of the self's ability to express its components and reveal its cultural characteristics. A cognitive ability to comprehend what is in our culture and heritage and the ability to understand the needs of contemporary scholars. Thus, the conscious and deliberate choice of texts that are capable of highlighting the overall vision and achieving goals are necessary. Therefore, the study is concerned with the contents that should be available in this type of program, the cognitive framework that organizes them, and the difficulties encountered during the process of constituting and restructuring.

A thorough reading at many of the majority of university curricula could be observed that they do not put these questions into their consideration, while designing the curriculum prescribed for the Arabic language course. However, they rely on a traditional concept, such as choosing a Jahili poetic text, a short surah of the Holy Qur'an, a poetic text from the Islamic era, whereas modern arts include a short story, theater, novel, articles, etc. Such approaches may also suffer from an imbalance in dealing with language as a means of communication, thus, the content becomes expressive of the technical and rhetorical aspects, the grammatical and morphological images in the language. As such, this reduces the importance of language as a tool that represents and a tool that reflects thoughts, while the concept of assimilation demands the formation of content through integration between interdisciplinary (education, psychology, sociology, political science, etc.) in the formation of the linguistic intention. Thus, it was possible to establish content based on the methodology of interdisciplinary integration.

The writing of language teaching books differs according to the authors perception of language and its functions. When addressing the linguistic foundations in designing curricula, preparing educational materials, or writing books, the definition of language stands in a special place. As this definition is directed to those engaged in curricula and educational materials, whether in choosing the desired subject to be taught, or the skills to be developed, or the way that all of which are presented. Possibly, the question that arises now is related to the location of the communication process from the concepts and definitions of language? to what extent are the owners of these definitions aware of the communicative aspect? Then what is the purpose of the communication function in language?

## **1-Teaching Methods**

The language teachers at the university needs personal, linguistic, scientific and cognitive competencies that help them to deal with language skills in a way that is different from public education, thus, they need other requirements that enable them to carry out teaching on a successful level, such as: the culture of critical thinking, dialogue, stimulation of creativity, thinking outside the box, and other modern skills. The important questions: does the concept of competencies and qualifications that an Arabic teacher need at the university level vary? does the concept of a role model teacher who knows everything vary? does its impact differ in building the personality of the university student? What are the criteria and indicators for the teacher evaluation process?

The teacher needs to change the educational strategies related to the goals and planning of educational situations, and to create a new environment for the success of each individual content vocabulary, particularly in the light of technical conflict or challenge that is sweeping the world. There is an urgent necessity to keep pace with this development in the field of Arabic education, and perhaps spreading the language is one of the most important areas in the digital age. Thus, it is imperative to search for appropriate strategies for teaching Arabic in the digital age, and to employ modern technologies (theoretically and scientifically) in achieving the goals of language education at the university level.

## **1-Adopted Evaluation Systems**

The evaluation is the basis for directing and rationalizing the educational process. As the areas of achievement and inaction appear, and the obstacles that prevent the success of the educational process are revealed. Consequently, what are the beneficial characteristics of evaluation in the field of teaching Arabic at the university? What are its linguistic and cognitive foundations? What are its tools? How can a calendar be constructed that is consistent with the communicative goal, the knowledge goal, and the civilized construction? Are the evaluation criteria adopted in the general education system suitable for their application in evaluating the Arabic language course and its teachers at the university?

### **Second, the Functions of the Language and the Identification of Communication aspect:**

Language is the means for the learners to fulfill their needs and implement their demands in society, and to discuss their affairs, inquires, inquires, and their culture growth, and their experiences increase as a result of their interaction with the environment in which they belong; through language, the individual influences others, stimulates their emotions, and their minds. As for society, language reflects its heritage, the bond that binds its children, unifies their word and brings them together intellectually, and it is the bridge across in which generations cross from the past to the present and the future. Regardless the definitions of the language, the communicative function stands at the forefront of the functions. There is a social communication function for language even in self-centered speech, and that the adult thinks about society and others, even if s/he is alone. Likewise, language is not only an expression of feelings and ideas, but is primarily a means of communication between members of a group that integrate them. (Al-Sayed, Mahmoud Ahmad: p. 110).

God Almighty created the human with an eager to interact with those around him/, to interact with his/her gender, and he taught him/her all names in which God almighty says: "And He taught Adam the names - all of them". (Al-Baqara, 31). The human uses language in order to communicate with others in which speaking becomes the language of dialogue, understanding, conversation and interaction.

The situations in which the individual needs to use language to communicate in many situations, linguists make them into nine basic functions that are summarized by the following phrases: - "I want" Utilitarianism, - "do as I ask you", organizational, - "I and you" interactive, - "I am coming" the character, "tell me the reason" exploratory, - "let's pretend or claim" the imaginative, - "I have something I want to tell you" indicative, the behavioral "how are you," the construction of words from it even if it is meaningless to manipulate the language. (Taaima, Rushdi Ahmed, Manna'a, Muhammad Al-Sayed: pp. 119-120).

### **Third, Linguistic Skills and its Role in Linguistic Communication**

One of the concepts that represent the focus of the communication approach is the communication concept per se. An accurate understanding of the communication depends on defining the concept of communication, clarifying the components on which it is based, and even discussing the communication process itself. This is because such concept has been presented with many definitions, which are almost divergent in things, but they revolve in one sphere, which is the interpretation of the communication process and how it takes place.

After this, the communication process takes one of two ways: either the message is transmitted verbally from one individual to another, the sender is the speaker, or the movement to the printed page writing, the sender is a writer. However, we are still within the scope of the first aspect of the communication process, which is the transmission. If we move to the other aspect, which is the reception, we find that communication passes through other processes that begin with symbols transmitted from a sender (spoken or written) through a communication device or one of its channels, and communication as we see a binary process in which the sender and receiver exchange roles. The communication may be in writing, thus, the two parties at the moment of contact do not exchange their roles, and the communication might be verbal and not reciprocal, i.e. one-way, such as if a person listens to the radio or watches TV.

The meaning of skill in the Encyclopedia of Modern Psychology is the ability to perform the organized and integrated performance of complex motor actions, with accuracy and ease, while adapting to the changing circumstances surrounding the work (Encyclopedia of Modern Psychology: P. 277). The sender is either a speaker or a writer, and the addressee (the receiver) is only a listener or a reader. Thus, language is formed from the four well-known skills, and talking about these skills starts from the communication theory and its basic pillars that denote that a person is either a speaker or a listener, or as a writer or a reader.

Listening and speaking are integrated by sound, as they both represent the vocal skills that an individual need when communicating directly with others. However, the printed page combines reading and writing, and they are used to transcend the boundaries of time and space dimensions when communicating with others. There are connections between listening and reading regarding their constitution of a source of experiences, as they are two reception skills that the individual has no choice in building the linguistic material or even in communicating with it sometimes. Hence, some experts justify their description of these two skills as negative skills, and the truth is otherwise. In both skills, the individual decodes the codes while in the other two skills: speech and writing composes the symbols as they contain "speech and writing". As such, they are called the skills of production or creativity, and one in the other two skills influences others (listener or reader). The

individual's language balance in them is less than the balance in the first two skills, listening and reading. Thus, the individual's area of understanding is wider than the area of use. (Al-Bishri, Ismail: p. 36).

#### **Fourth, the Methods of Teaching Communicational Linguistic Skills**

There is no doubt that language skills gain significant importance in the language education programs as they link between the program's premises and its philosophical foundations, and the educational materials that embody these principles and that philosophy into something tangible. The identification of language skills is done in light of the psychological, social, linguistic, educational principles on which the program is based ... and so forth.

The linguistic skills that should be acquired by students in a program based on the communicative approach will necessarily differ from those acquired by another approach, and let it be the linguistic approach that aims to develop general language skills and empower students with linguistic elements regardless of their function or their social role. In light of specific linguistic skills, educational materials are established that help developing these basic language skills, which also means the individual's ability to adapt grammar rules and use them in order to perform certain communicative functions in ways appropriate to specific situations. It should be mentioned that grammar is not only addressed in terms of its importance in linguistic performance, but also it means the language system in general, or its various phonological, morphological, grammatical, vocabulary and semantic systems.

As a consequence, communication skills are not just a linguistic performance issued in any way, or even a mere mastery of the language elements, but rather a specific performance to achieve specific communication functions in specific social situations, and in light of this we cannot isolate listening skills or speech from the context in which they are used. This is what makes the linguistic skills in the communication have its unique nature, characteristics, and functions that differ from all this in another linguistic approach as well as the type of relationship between these skills.

Linguistic skills are integrated in the communicative approach between each other. However, the meaning of integration here does not mean merely adding one skill to another, but rather something beyond that, as this is at the core of the communication situation itself. Therefore, the communication position often needs to employ two skills or more at one time. For example, a person conducting a dialogue with the receptionist of a hotel. In such a situation encompasses the four basic language skills are shared simultaneously. Thus, the individual expresses his/her desire to have a room for employing speaking skill, and during his/her expression this s/he receives from the employee an affirmative response.

To clarify, the listening skill is employed when the individual listens to the receptionist meanwhile the individual speaks and then the individual is given a card which he is tasked with filling it out by using both reading and writing skills. Thus, an integration of linguistic skills is observed that goes beyond the limits of connecting skills together. This is a short concept of integration. The real integration between skills means cohesion and solidarity between such skills, entailing that they are intertwined in a way that leads to the accomplishment of the required communicative task, and in a way that makes it appear through practice and context that they are used naturally, and to achieve meaningful goals in the individual's life. (Al Hosani, Afra Ali: p. 145).

As such, the arrangement of language skills in the communication process appears regarding where do we start? do we start by reading? or do we start by listening, then speaking, reading, then writing, as we find in the natural method as well as in the oral auditory? In fact, there is no absolute fixed arrangement for the communication process that must be adhered to, regardless the students' circumstances. or the programs' types in which they learn the language through arranging language skills.

In the communication approach, it depends on the nature of the communicative situations in which the student is trained, and the position of language skills is equal to the same as the forms of communication, thus, there is no value for reading at the expense of writing, for example, and no value for vocal skills at the expense of written, on the pretext that oral communication was the basis in any language. This entails different teaching priorities. We might start in a program that teaches reading, then writing. In other occasions, we might start by listening, and by speaking. Although all of this falls under the communication process there is no innate and absolute arrangement of skills in the communication process. Turning now to tackle each basic skill separately.

#### **1-Listening Skill**

Hearing is the first language skills, it is the key to the rest of the other skills, because language depends on hearing first of all, and "hearing is the most important aspect" according to Ibn Khadun, considering that language is expressive sounds that should be perceived by the ear sense. There is no doubt that listening plays an important role in the lives of individuals in general and among the learners in particular, and this calls for its embedment in language education programs to achieve the desired goal.

Listening is an essential activity of human communication, as it is the window through which exposes the person to the world around him/her and it is the tool through which s/he receives the verbal message. To contemplate what happens in a situation of verbal communication, there is an individual speaking, presenting a specific case, in which s/he uses words and phrases received by another individual and translates these words

and sentences into meanings and connotations. The individual while speaking, might use other signals with language, which s/he can use to convey his/her message, and in light of this context the listener must understand the message that the speaker seeks to convey.

In this process of listening, the researchers distinguish between two terms; the first one is hearing and the second is listening, the former is the individual's reception of phonemic symbols that s/he composes in his/her mind after that to make them a meaningful thing. Consequently, after s/he understands their meaning, s/he recognizes the connotations of words and sentences and the method of their composition. This activity is a translation of the concept of accuracy in linguistic use. Another activity that the individual transcends is learning about the different functions performed by words and sentences. What does the speaker want to communicate to him/her? In this second process, the listener connects what is being said now and what was said previously. S/he puts these sentences in a specific frame or context that makes them meaningful i.e. s/he uses the language, rather than just receiving it. (To Qalai, Abdel Nour).

What does this mean in teaching the skill of listening and writing books from a communicative perspective? This means that we do not stop teaching listening skills on recognition skills, in which it is only necessary to receive symbols, distinguish them, and perceive their meaning. Therefore, it is necessary to pay attention to the second part of this activity, which is to understand the relationship between forms of speech, in-depth understanding of their meaning, and make sure that the goal of communicating the message has been achieved. Each person who listens to a specific thing has a goal of listening, whether it is listening individually in a special situation in which the person does not speak with others such as listening to the radio, or to a side dialogue in which the individual is not involved, or during a conversation with others. A good book is one that helps the student to define his/her goal from the listening position, and also helps him/her to achieve it.

The relationship between listening and other language skills is significant, between listening and speaking, which means that they are vocal skills. If one of them is the skill of receiving (listening) and the other is the skill of producing (speaking). To illustrate, there is no situation in which a person speaks, unless there is a person who listens and receives his/her message. There is a relationship between listening and reading, whereby they are both reception skills, while speaking and writing are combined, they are both production skills. The individual may go through a situation in which s/he uses both of them at the same time, such as a student who listens to his teacher in a lecture and writes some notes, and the one who listens to specific instructions accompanied by looking at a map, book or other sources from which s/he elicits certain knowledge. Teaching listening in the light of the communicative process requires providing a natural situation in the classroom whenever possible. In this situation, two or more skills might be employed. The question arises about the linguistic subject that should be taught by listening. Should we bring to the student a natural dialogue text with all its excesses in hadith? or do we make some adjustments to the text to make it suitable for teaching?

The natural dialogue is governed by many variables, such as the type of topic around which the conversation revolves, the relationship between the conversation parties, and the circumstances surrounding the conversation such as its time and place and other variables. The other is that normal dialogue is sometimes punctuated by incomplete phrases, pauses, linguistic errors, signs, features and gestures. Therefore, it is better here to convey to the student a modified text that s/he can control in the vocabulary and sentences s/he uses that not hinder him/her from understanding the message, including the excesses it contains. (How to Improve the Methods of Reading).

The important thing here is not to be pretentious in formulating sentences, or fabricating situations. It is also necessary to take into account the previous variables to bring the teaching situation in the classroom closer to the normal situation in life, thus, the exercises that develop listening skills in separate units are rejected because it is isolated from context, therefore, isolated from life. In the communication process, separate sentences are not presented for the student to listen to, then s/he will be asked about what s/he absorbed from them, but rather a situation extracted from life is presented to him, such as broadcasting a news bulletin, or listening to the weather bulletin in which the student is assigned to perform certain tasks in light of what s/he heard, such as making a decision about a trip to a place in light of the weather forecast and other tasks.

## **2-Speaking Skill**

Speaking is the actual achievement of language, and the actual practice required of language in order to achieve its primary purpose which is communication. Therefore, language is the sounds that emanate from a human speech system to express his/her various purposes and issues in life. As for writing and other means, it is an attempt to represent speaking that is invented to suit the person needs. Therefore, man knew speaking long before he knew writing. Speaking is one of the basic skills that the learner seeks to master in languages in general. The need for this skill increased when the importance of verbal communication between people increased (Al-Hashemi, Abd al-Rahman and Fakhri, Faizah Muhammad: p.33).

The expression, as stated in Lisan book, is articulation and disclosure, and expression as an educational term is a methodical work that proceeds according to an integrated plan in educational institutions, bringing the student to a level that enables him/her to translate his/her thoughts, feelings, observations and life experiences in

a sound language, according to a specific intellectual pattern. (Maarouf, Nayef: pg. 197) Expression as it is termed in educational institutions or speaking skill is one of the most important activities that should be taken care of and focused on, because language is a voice before anything else. The person's method in expressing the issues that come into minds varies. To clarify, the person might use words, symbols, facial gestures, drawing, or movement. However, the pronunciation of the words has its own peculiarities.

Speaking is a fundamental activity of human communication activities, and it is the second aspect in the oral communication process, and if listening is a means to achieve understanding, then speaking is a means of understanding.

Understanding and explaining are both sides of the communication process, and speaking about speaking extends to include pronunciation of sounds, vocabulary, dialogue, and oral expression. Certain ideas prevailed in the field of teaching languages that left their resonance in the process of teaching speech. Many of these ideas were wrong and caused confusion in the efforts of teaching speech in many programs. Among these ideas is that teaching the student how to ask a question and how to answer it are two skills that will ensure the development of his/her ability to speak.

There is undoubtedly a big difference between developing the capacity to conduct dialogue and asking and answering questions. Speech as a communication activity is a dialogue that takes place between two individuals who take turns, thus, the individual might be a speaker and then become a listener and so forth. It is commonly known that the speaker conveys his/her messages by using his/her words, sentences and structures, along with the language that includes gestures, symbols, glances and other movements that the speaker uses to convey his/her message. There is no doubt that the concern for linguistic accuracy will only be at the expense of the value of the communicative ability. The previous methods focused on the structure of language, rather than their suitability in the context. However, some language textbooks provide dialogue between nameless people. They substitute their names by symbols, such as A, B, and so forth. This is inconsistent with real communication in which the dialogue differs according to the different parties of the conversation. The utterance of sentences and phrases do not mean that the skill of speaking has been developed, as an individual might be able to communicate his/her message with the limited errors it contains.

The researchers distinguish between three terms in the field of teaching speaking, namely: speech that entails the ability to use the correct use of language, while speaking means the ability to use the appropriate language in its context, which encompasses verbal language and the accompanying language. When one of the parties to the communication process plays the role of the speaker, the productive aspect of the situation is called speaking. The productive aspect of the situation is called saying. This of course has applications in the steps of teaching speech, and the context is very important in explaining the roles of the two parties in the speaking process. Teaching speaking in the form of deaf dialogues separated from the surroundings in which they were issued might be separated form and meaning in the communication process. In the past it was said: 'to every context is a saying', and this example has its clear applications in teaching speaking skills in the communication approach. Perhaps, this is a true and prior translation of the concept of the entrance to the functions and general ideas, which is the basis of the communication approach.

### **3-Reading Skill**

Reading is an essential art of language and an important pillar of linguistic communication. It helps in savoring the meanings and images of beauty. Reading something as reading a Quran means collecting and joining some parts of it together. Quran indicates the combination. Reading entails educating yourself i.e. to become an educated person. Possibly, the procedural definition provided by the NSSE in America illustrates the nature of the reading process. The definition states that reading is not a simple mechanical skill, nor is it a weak school tool. It is basically a contemplative mental process, and it should be constructed as a complex organization consisting of patterns with higher processes. It is an activity that should contain all modes of thinking, evaluation, judgment, analysis, reasoning, and problem solving.

This means that the reader only reads for a purpose, even if the goal is for personal pleasure because the reader is an individual whose behavior expresses specific desires and purposes, and needs that s/he wants to satisfy, and it is not just a matter of retrieving symbols with common connotations for all readers. The process of reading, then, is an individual process that belongs to the reader alone, and certain information and special connotations are conveyed to him in which no one else may share. Teaching reading in the communication process is concerned primarily with determining the purpose of reading, not only this, but thinking about other forms of performance that the student is requested to perform, whether it is locating a place on a map, making a decision, reading something else, conducting a dialogue, or not. This is a performance, this process is what is called symbolization, a process that links the printed language with other forms of communication.

In addition, assisting the student in an in-depth understanding of what is stated in the read message. One of the important issue is training the student to use different clues in order to comprehend the readable text, such as the shape of the symbols themselves, their denotative meaning and their cultural connotations, as well as the way of constructing sentences and structures, all of these are signs or clues that help in understanding the

content. The student has to acquire it in order to become independent afterwards in the acquisition of knowledge. Also, developing the student's ability to predict what the author will say. Reading is a mental process that includes a set of assumptions that the student should test and be trained to do so.

#### **4-Writing Skill**

Writing in language is a component of book, while book is a group of written pages. It encompasses various terminological concepts, such as the ability to visualize ideas, and the process of depicting them in grammatically correct letters, words, sentences and paragraphs, varied in style, consistent in shape, and have an attractive appearance. Ideas are clearly presented, processed in tracing and scrutiny, and then refining in a way that leads to more control, precision and deepening of thinking. Writing skill occupies the last rank amongst the rest of the skills, particularly after reading skill. It is a learned skill that the learner can master as a mental activity based on thinking, and it is like any cognitive process that requires the realization of thinking, and needs a lot of effort. (Rashid, Ibrahim: p. 24).

Writing is like reading in terms of being as a communication activity that belongs to written skills and it belongs to productive skills. Reading is a process in which the individual decodes and converts the message from a printed text into an oral speech. On the other hand, writing is like reading in terms of being as a communication activity that belongs to written skills and it belongs to productive skills. If reading is a process in which the individual decodes and converts the message from a printed text into an oral speech. It is a composition of symbols in order to deliver a message to a reader far away from the writer in a place and time. In light of the communication approach, the teacher is responsible for training the learner to possess the skills of communicating the message in printed form.

However, the criterion of correctness in evaluating writing in light of the traditional approach to language teaching is linguistic accuracy and avoiding errors. The criterion of correctness in evaluating writing in light of the communicative approach is the ability to deliver the message. It confirms the theory of information gap that was previously addressed in reading. The natural attitude in writing is that an individual has something to say that the reader does not fully know or usually does not expect in the way it was written. The writer feels the need to communicate an idea to another party, and only feels comfortable when s/he put his/her idea on paper. It also helps to evaluate what has been written in the light of his/her ability to deliver the message. For instance, when the teacher provides a student with certain information that s/he is asked to write, then the teacher assigns the student to deliver it to the other learner, and so forth. Thus, each student performs two roles, the role of the receiver of the message, and the role of the recipient of it in written form. (Al-Obeidi, Khaled Khater Saeed: P.65).

When evaluating the method paragraphs are written, there are two criteria: the first is linguistic coherence, which means the extent to which sentences are interconnected to form a correct linguistic structure and to form linguistic or grammatical units, while the other is the logical correlation, which means the way these sentences are organized to form meaningful units. The ability, then, to communicate meaning and achieve a specific goal is the basis for directing written activity in the communication process. In light of this process, as previously represented, the learners exchange roles. The student becomes both a writer who communicates a certain message and a reader as well. In fact, the writer is also a reader, as he returns to reading what was written from time to time, as a completion of a phrase or an idea, a correction of a concept, or confirmation of something or other reasons.

#### **The researchers distinguish between three main types of writing, namely:**

**-Expressive writing:** the individual expresses his/her original self-ideas, builds his/her ideas, coordinates them, and organizes them on a specific topic in a way that allows the reader to pass through the same experience that the writer went through, and this is what is so-called in education as creative writing.

**-Cognitive writing:** it conveys information and knowledge and informing the reader about something that the writer deems necessary, and this epistemic writing requires analytical thinking and the ability to impart meaning to matters that are meaningless per se. The author of the knowledge article is required to know his/her reader very well and to be aware of his/her needs and desires. Cognitive writing loses its importance and significance if it does not include information, facts and news. Such writing is similar to functional writing.

**-Persuasive writing:** it is a branch of epistemological writing in which the writer uses many methods to convince the reader of his/her point of view, such as arguing, provoking sympathy and conveying information in a way that affects the benefit of a specific attitude and using the ethical method. S/he resorts to logic, emotion, or morals, and perhaps religion to convince the reader of his/her views. (Mahmoud Ahmad Al-Sayed, p. 112).

Accordingly, writing it is not a purely mechanical process in which a group of words suffices to form sentences that form paragraphs that form a topic. Writing is a creative process. Its dimensions should be introduced by teacher to his/her students. S/he should always ask himself/herself before writing: What is the purpose of my writing? What would I like to express? who is the concerned audience?

Teaching writing in the communication process requires training the learner to gain experiences in the different stages of writing, starting from the pre-writing phase in which the student collects data about what s/he wants to write about, and ending with the amendment and renewal phase, in which the learner reconsiders what

s/he has written in order to develop and improve him/her. (Mahmoud Ahmad Al-Sayed, p. 16). As for tackling the types of writing, there are different types that fall under the concept of writing, including calligraphy, all types of spelling, all types of expressions (restricted, directed, free), and for each Among these types are goals and methods of teaching. (Al-Obeidi, Khaled Khater Saeed, p. 42).

The teaching of skills is concerned with posing the linguistic skills. According to Ibn Khaldun's , there is a difference between the "linguistic cognitivism", meaning the ability to use the language, and the "constitution of Arabic" i.e. engaging in issues of grammar and syntax. This difference is so-called by contemporaries as the difference between the language approach and the way of creation, and this addresses the characteristics of language, which is the core and the essence without negligence or excess. Its most important features, namely: focusing on the formation of the linguistic by training on texts and applying them, it is the grammar that devoid of curiosity and quibbles deduced from language to be used in speaking, reading, and writing.

What does this mean in teaching students Arabic grammar? It simply means that there is a difference between two theories of grammar, the first seeing it as an end and the other seeing it as a means. It is a goal when we find that the book spends efforts to teach its interpretations and its assessments. It provides examples and quotes that are not from life, and focuses on explaining the rule without training it sometimes, and here the form departs from the meaning. (Abu Shanab, Maysa: p. 122). Grammar is a means when the book is presented as a means of correct style, integrity of structures, and straightening the tongue from erroneous, thus, grammar is presented through documented texts or reading literary texts. According to Al-Sayyed, grammar does not occupy the person's heart - except to the extent that leads to safety from obscene melody, and from the ignorance of the common people in a book that s/he wrote, and poetry if s/he sang it, and what exceeds that will distract the person from the important issues. (Mahmoud Ahmad Al-Sayyed, P. 19).

The goal of the communication process is not only attributed to the grammatical topics that are presented, but also attributed to the context in which it was presented. Accordingly, a concept that demands for learning grammar as a basic feature of teaching grammar in the communication process is manifested. This requirement entails what the learner is requested to do, thus, s/he automatically acquires the skill of comprehending the grammatical rule and using it. (Turkistani, Ahmad bin Saifuddin: P.107). In light of the communicative approach, the linguistic structures included in the lesson should be a valid indicator of the social context in which it was used, such as:

A- The relationship between the goals of the dialogue. The imperative form, for example, means when an old person asks a young person for something, while it takes another meaning when a young person asks for something from an adult person. The use of language differs in the above-mentioned cases. The syntax in the communication process is a valid indicator of this relationship.

B- There are topics in which the language of hope is common, and there are topics in which the language of description is common. The topic, as we know, has features that impose themselves on choosing compositions not just vocabulary items.

C- The time and circumstances in which the events take place, and the individuals' mood. To clarify, the used language by an angry man differs from the used language by a satisfied man, as well as the psychological attitudes of people in dialogue.

The communicative approach, then, does not recognize formal rules and absolute formulas of grammar, but rather connects this to the context and helps the student learn it from such context. (Al-Dulaimi, Taha Ali Hussein, Al-Waeli, Suad Abdul-Karim Abbas: p. 136)

#### **Fifth, the Basics of Effective Communication (Desirable):**

Linguistic communication is based on a set of activities in which the individual needs to use language, and these areas differ according to the environment surrounding the individual, his/her life situations, his/her own characteristics, his/her mastery of the language, and the duration of the communication, etc., along with such facts, there are a number of general areas of linguistic communication as follows:

- 1- Forming and maintaining social relationships.
- 2- The individual's reaction of his/her response to issues.
- 3- The individual conceal of his/her intentions.
- 4- The individual elimination of his/her troubles.
- 5- Asking and giving information.
- 6- Knowing the method of doing things and teaching them to others.
- 7- Telephone conversation.
- 8- Problem-solving.
- 9-Discussing ideas.
- 10- Playing with language.
- 11- Playing social roles.
- 12- Recreation others.
- 13-The individual's achievements of his/her accomplishments.



14- Participation in entertainment and leisure. (Toaima, Rushdi Ahmed, Manna'a, Muhammad Al-Sayed: pp. 120-122).

Each field has the appropriate language with sounds, vocabulary items, and structures. All of which resemble the language activity in the classroom. The teacher of language communication in the classroom and language education during breaks learn Arabic language and not just memorizing rules or theoretical memorizing of the rhetoric lessons. The study acknowledges that the actual contact in live situations is something that cannot happen in Arab education programs at the university, and that the linguistic communication between the walls of the classroom is not targeted towards transferring real meanings between students or a desire to exchange their experiences and information. Possibly, such opportunity stresses three facts concerning the importance of language in communication theory and its teaching plan in the classroom:

1- The competence of communication in Arabic includes all forms of the relationship between language and culture, between language and society. It does not occur in a vacuum, but between individuals within a specific social context. Perhaps one of the reasons for the inefficiency of communication is the presence of cultural disparity between the two parties to the communication.

2- The acquisition of the ability to communicate efficiently between communicators is a process that passes through gradual stages, and in each stage the individual acquires something. This acquisition is not achieved through complete control over language, as there is no one who owns it, but rather stages in which the processes of right and wrong overlap. Accordingly, we do not consider the error Linguistic as evidence of impotence, but rather as an intertwined and necessary step on the road.

3- The acquisition of the ability to communicate efficiently does not occur through the process of simulation and remembrance, but rather through mental processes in which the individual perceives the characteristics of the structures that are used by their employees in a social context. This means that understanding language is a condition for its production. (Al-Dulaimi, Taha Ali Hussein, Al-Waeli, Suad Abdul-Karim Abbas: p. 140)

To summarize, Arabic teacher should understand that language teaching in the light of communication concepts is based on non-traditional pillars that can train students in the desired effective communication, such as:

- 1- Training students to rely on their experiences, thus, they do not talk merely talk for the purpose of speaking.
- 2- Accepting the expression levels presented by students as long as the content is clear.
- 3- Training them to present the idea in much detail to reach others.
- 4- Discussing students' concepts and ensuring their validity.
- 5- Training them to perceive the nuances of similar words, until choosing the most appropriate words for the communication situation.
- 6- Presenting the message through several channels of communication depending on its suitability.
- 7- Keen on using the context in presenting new ideas in order to help students understand them, whether through the sequence of events or the reality of the context.
- 8- Depending on the learners' experiences and presenting new ideas in familiar phrases, thus, the student does not face two difficulties, namely: the novelty of the idea and the difficulty of articulation.
- 9- The teacher should take into account all the communication elements, such as the classroom, the psychological state of the students, the nature of the material, the goal of communication at the time of teaching, etc.

#### **Conclusion:**

The entire educational process returns to human communication in which linguistics is considered as a carrier and transmission of knowledge, and this is what makes language learning as a central in the education system, educational care. Most important, Arabic linguistics consider among the richest languages in terms of its vocabulary items and its structures, it is the language of expression and communication with others. Therefore, it has become essential for every teacher to endear the learners with this language by employing it educationally and linguistically in all life aspects. Language practices in our Arab societies are attributed with weakness in the communicative process because of many factors that have constituted an obstacle to the uses of this language as a mediator between the two elements of the communicative process. Therefore, the effective role of linguistic practices appeared in the educational process, through their influence on the learners who respond involuntarily to what they acquired from their family and society, and the effect of this appeared in their communicative speeches, which hindered their proper linguistic communication. Thus, it has become necessary to activate specific alternatives to reduce these linguistic practices, by creating a type of interaction between the teacher and the learner and the subject matter that should be commensurate with the mental and age level of the learners that works on developing the learners' cognitive skills and activating them with their reality because the vitality of language does not appear except through its use and application in all areas of daily life. For the purpose of reaching the optimal language practices that promote the language of communication in Arab societies.

#### **References**

- Abu Shanab, Maysa Ahmad: Linguistic Communication Problems Facing Arabic Language Teachers, Damascus, 2017.
- Al-Bishri, Ismail: An Introduction to Linguistic Communication, Imam Muhammad bin Saud Islamic University Institute, Riyadh, 2016.
- Turkistani, Ahmad bin Saifuddin: An Introduction to Humanitarian Communication, King Abdulaziz University, Riyadh, 2015.
- Al Hosniyya, Afra Ali: Listening and Speaking - Reality and Problems, Sultan Qaboos University, Oman, 2013.
- Al-Dailami, Taha Ali Hussein, Al-Waeli, Suad Abdul-Karim Abbas: The Arabic Language, Its Curricula and Methods of Teaching It, Dar Al-Shorouk, Ramallah, Al-Manara, 1st Edition, 2018.
- Rashid, Ibrahim: Difficulties in learning to write, Ministry of Education, Amman, 2013.
- Al-Sufyani, Ahmed Fariqi bin Abdel-Rahman: "Educational and Linguistic Communication in the Educational Process", Mohammed V University, Rabat, 2014.
- Al-Sayed, Mahmoud Ahmad: Linguistic Affairs, Damascus, Dar Al-Fikr, 2014.
- Taaima, Rushdi Ahmed, Manna'a, Muhammad Al-Sayed: Teaching Arabic in General Education (Theories and Experiments), Arab Thought House, Cairo, 2018.
- Al-Obaidi, Khaled Khater Saeed: "The Effectiveness of Activities Based on Writing Processes in Developing Story Writing Skills", Umm Al-Qura University - College of Education, Makkah Al-Mukarramah, 2017.
- Al-Issawi, Muhammad Abd al-Rahman: Encyclopedia of Modern Psychology, University Al-Ratib House, Beirut, Volume 9, Edition 1, 2015.
- Maarouf, Naif: Characteristics of Arabic and its Teaching Methods, Dar Al-Nafaes, Beirut, 2018.
- Al-Hashemi, Abdul-Rahman and Fakhry, Faizah Muhammad: The Art of Writing, Dar Al-Typhoon, Amman, 2017.
- Laqali, Abdel Nour: "The Communicative Dimension of Language," 2012 [www.voiceo.Farabic.net/feb4](http://www.voiceo.Farabic.net/feb4) // <http://www.droob.com>

---

#### Author Information

---

**Dr. Thaeer Yousef Oudeh**

College of Education - American University in the  
Emirates (AUE) Dubai, UAE

---