

Learning the Arabic Language in Light of the Communicative Approach: Between Necessity and Critique

Dr. Said Hamza

University of Abdelrahmane Mira, Bejaia, Algeria

Email: said.hamza@univ-bejaia.dz

Received: 11/10/2025 | Accepted: 25/04/2026 | Published: 01/06/2026

Abstract

This article aims to explore the communicative approach as one of the modern educational methodologies that relies on active teaching and learning strategies for the Arabic language. It clarifies the significance of this approach and the learners' need for it to acquire and develop pragmatic, communicative, and textual competence. For this reason, the communicative approach is strongly represented in school textbooks across all educational levels. However, the article also provides a critical perspective on the approach, highlighting the challenges associated with its implementation and its inherent shortcomings. It cautions against exclusive reliance on this method and advocates for openness to a diversity of pedagogical approaches—including earlier methods and instructional strategies—that contribute to the enhancement of communicative competence. This is proposed within a framework of cognitive and methodological integration among various approaches and techniques.

Keywords: Communicative approach, communicative competence, critique, learners, Arabic language

1- Introduction

The importance of educational approaches is evident in the role they play and the goals they strive to achieve, away from randomness, improvisation, and ambiguity. They organize and implement educational activities and seek to improve the quality of education and acquire skills and knowledge. Therefore, the more suitable the approach is for the educational situation, the more the targeted goals or competencies that the Arabic language curriculum aims to achieve at all stages of education will be realized. They – the approaches – rely on linguistic, psychological, and philosophical references through the theories of learning, language, and communication, which provide them with propositions and concepts to facilitate the educational-learning process.

If we go back to the traditional learning approaches and methods that fall under the structuralism approach, they focus on the direct teaching of linguistic structures (sentences) detached from their communicative textual context to achieve linguistic competence. These are based on learning and memorizing grammatical rules for the purpose of constructing a single sentence rather than a communicative text. This implies neglecting the use of studied rules in communication, which has left negative impacts on learners. That is, most learners seem to become lacking in fluency in expressing themselves in their classical language 'Al Fus'ha' and

have become unable to communicate in the same language despite their knowledge of the rules. In light of this deficiency, the need arose to focus on how speakers of Modern Standard Arabic use the language in various social contexts and situations to solve the linguistic and communicative problems that learners encounter both inside and outside the school setting. Such a gap needs to be covered in order to call for the necessity of moving beyond approaches that focus on mastering and memorizing linguistic rules to an approach that seeks to teach communicative linguistic competence by utilizing their grammatical and linguistic knowledge. Based on this, the adoption of the communicative textual approach came to achieve this important goal by relying on active teaching methods and adopting the competency-based approach strategy.

Despite the importance that the communicative approach has gained, as it theoretically meets the learners' need to learn communication, it is not without flaws and criticisms. Some of these relate to the difficulties of applying it in the field, while others represent criticisms directed at its objectives and propositions. From here, there is no choice but to reconsider it and call for an integrative approach that takes into account previous approaches and opens up to educational methods that can develop communicative textual competence.

From the problematic in this context is the following what is communicative approach ? What are difficulties in the application of this approach in schools ? What are critics made regarding its procedures and suggestions and to what extent is this approach reflected in secondary school textbooks ? The importance of this study and its objectives are in the identification of the shortcomings and difficulties of this approach so as to find effective and efficient solutions to achieve the desired textual communicative competence

2- The Concept of the Communicative Approach

It should be noted at the outset that there are several concepts: the communicative approach, the communicative method, the technique, and the approach. It seems that the appropriate term is the communicative method or approach, which includes more than one active method falling under this approach and aims to equip learners with sufficient linguistic ability to communicate with others. It is an approach that came to complement the shortcomings of traditional approaches whose focus was based more on teaching grammatical rules, by adding what they overlooked or what they were unable to achieve, rather than replacing them. Eventually, the approach comes to meet the learners' needs to communicate in languages in general, as a requisite imposed by globalization, economy, tourism, and technology, especially regarding foreign languages. When it comes to defining the communicative approach, the French Educational Dictionary offers the shortest definition, which reads: "That we learn communication through communication, showing the ability to adapt flexibly and be open to the diversity of contexts (**Mocanu, 2011, p. 23**) , pragmatic and social. This means that it goes beyond teaching the system of grammar rules in the structural approach and the generative-transformative theory more particularly, to the cultural rules related to how the system itself is used through communication that occurs openly and effectively between two persons.

As one of the earliest theories to explain language learning based on stimuli (questions, exams, etc.), behavioral theories in language education must be included before talking about how cognitive theories contributed to the development of the communicative approach. They motivate students to learn or react (by participating in class, completing tasks, etc.). The foundation of this kind of learning is automatic, unconscious conditioning and habit. In other words, because its goal is to motivate students and have them ready to answer in class via memorization and automatic responses without understanding or comprehension, it ignores the importance of the mind and perception in the learning process. Because as outlined by El-Toumi (2004), "students' performance of prescribed behaviors is not an indicator of good teaching since we do not know the method by which this teaching was conducted," using this theory to teach languages has not been successful in reaching the intended aims. It might be feeble instruction that solely focusses on getting students ready to respond to questions, but in real life, people must solve difficulties and adjust to unforeseen circumstances. Teaching people how to develop behaviors they have never produced before is necessary for this (El-Tour, 2004, p. 43). The communicative textual approach aims to accomplish this.

In accordance with this theory, language instruction is transient, and its outcomes frequently do not transcend the confines of the educational institution, fulfilling a restricted role of addressing inquiries within the classroom or equipping the student for examinations. It does not aspire to a meaningful education whose outcomes will manifest beyond the academic environment in the future. This is demonstrated by its failure to facilitate the development of communicative textual competence, characterized by the capacity to converse in Modern Standard Arabic across all emergency contexts and to compose texts and paragraphs applying grammatical and rhetorical expertise. Once more, it renders learning, especially language acquisition, a behaviour influenced by stimuli, akin to other habits, as it disregards comprehension and depends on repetition; learners react solely in the presence of specific stimuli, whereas an individual engages in thought, comprehension, and spontaneous response to learning absent the contrived stimuli of behaviorists.

In response to these criticisms, which are not the main concern of the present reflection, cognitive theories developed to address the limitations of behavioral theories, emphasizing the mind, comprehension, and language acquisition for communicative purposes. These encompass Gestalt Theory, Piaget's Theory of Cognitive Development (Constructivism), the Information Processing Model, and Edward Tolman's Purposive Theory. All of these put focus on the significance of meaning and semantics, deliberate non-automatic learning, the importance of comprehension, and the retention of learnable material. This engendered a sense of discontent with the structural approach in its multiple iterations and facilitated the advent of new methodologies emphasizing openness to learn, problem-solving, and the function of language as a dynamic medium of communication, rather than as inflexible linguistic frameworks. These methods are referred to by several names, including the functional method and the communicative method, among others (Hijjaj, 1988, pp. 165-166).

Active learning approaches, including role-playing, problem-solving, brainstorming, and the project method, are designed to facilitate learners' communication and verbal expression in accordance with the rules they have acquired. Hence, it enhances their communication and

grammatical abilities, emphasizing that the communicative approach includes these active approaches, all of which adhere to the principles and foundations of learning to speak and express oneself. It has reinstated the significance of the learner and transferred the authority of language acquisition and communication to them.

In this context, language pedagogy researchers have consistently highlighted, from Socrates to John Dewey, Smith and Morrow (1980), Evelyn Brad (1990), and others, that the method of dialogue and discussion has demonstrated its efficacy in language acquisition and fluency of speech. Engaging in question-and-answer exchanges across varied situations can more likely enhance the learner's information retention by over 90% and facilitates the accurate application of language rules and vocabulary to articulate ideas, emotions, and experiences through diverse means, leveraging their linguistic skills and knowledge. The primary cause of learners' deficiencies in grammar is the insufficient functional and practical application of the language principles they acquire. Consequently, the communicative approach transforms the future student into an engaged and proactive participant in the educational process (**Bouridan, 2013, pp. 48-49**).

The philosophy of the communicative approach has been advocated since antiquity and validated by contemporary scholars who underscore the importance of engaging learners in discussions and facilitating dialogue with instructors or peers. This interaction involves posing and responding to questions while applying grammatical and linguistic principles within these exchanges, thereby fostering language acquisition as a medium of communication rather than as mere structural rules. Therefore, although the approach appears theoretically aligned with learners' needs and current language teaching objectives, its practical application for Arabic language learners is fraught with challenges that hinder effective implementation. Consequently, it remains merely a historical experiment that has demonstrated ineffectiveness.

3- Difficulties in Implementing the Communicative Approach in Practice

As previously stated, the acquisition and practice of communication skills encounter numerous challenges, chiefly the difficulty in practical application, which necessitates particular educational methodologies and conducive environments for optimal achievement. The aforementioned challenges can be encapsulated as follows:

The educational landscape reveals that educators encounter difficulties in practical implementation due to inadequate time resources. This is particularly accurate considering that educational methodologies, such as the communicative approach, with their principles and practices, originate from the West. They necessitate considerable time and effort, placing the responsibility of learning on the students by engaging them in the construction of their own knowledge and immersing them in a communicative environment. When pupils exhibit passivity, demonstrate a deficiency in academic discipline, and fail to respond to teacher directives and the curriculum, educators frequently turn to unilateral lecturing and instruction, rather than promoting dialogue and discussion between students and the teacher.

Teachers' insufficient proficiency in pedagogical techniques that foster communicative competence. Educators can be classified into two categories: an older cohort that employed traditional pedagogical methods and is attempting to acclimatize to contemporary approaches,

and a newer cohort that has entered the profession exclusively employing modern methodologies. Both groups experience a deficiency in effectively mastering and implementing the communicative method within their classrooms. I assert this since these ancient and contemporary educational methodologies originated in the West years ago, as noted; they are comprehended there and hold the resources for their implementation. Conversely, these methodologies arrived belatedly, and we continue to grapple with their comprehension and fumble in their implementation. Our predicament consistently stems from a methodological problem, and the West excels over us in both methodology and technique.

Numerous educators are hesitant to relinquish rote memorization and lecturing techniques, favoring unilateral explanations from the instructor while neglecting opportunities for student dialogue and inquiry. These approaches fail to cultivate learners' talents, inhibit their expressive capabilities, and do not promote the application of learnt knowledge and skills, resulting in amnesia and an inability to retrieve them when necessary to address communication challenges both within and beyond the educational environment. Moreover, rote learning is a straightforward method for both educators and pupils, often employed when learners exhibit unresponsiveness and disengagement. Instructing communicative competence, which necessitates active methodologies and the application of the learner's knowledge, appears to be a more intricate endeavour. Thus, rote learning constitutes the primary impediment to the implementation of the new strategy. A researcher observes: "Our education, at all levels and within all institutions, derives its essence from a content-centered model and the authority of the educator, whose primary focus in the teaching-learning process is the organization of programs and curricula in accordance with official directives, and the transmission of knowledge to the learner, who merely memorizes it to reproduce it for evaluative purposes, without facilitating its application and investment to adapt to the professional Educational administration is actively engaging teachers with contemporary pedagogical paradigms, including project-based pedagogy, support pedagogy, contract pedagogy, and competency-based pedagogy. However, this can only be accomplished by reevaluating the entire pedagogical framework, by scrutinizing the educational process at every point, and by robust teacher training (El-Tour, 2004, p. 12)..

To surmount this impediment, the antiquated methodology must be discarded and supplanted by dynamic pedagogical approaches conducive to attaining communicative competence. These strategies empower students to cultivate their own knowledge and abilities, use them in various educational contexts, and enhance their learning outcomes.

The Issue of Evaluation:

It persists in being conventional and inconsistent with the communicative method and the demands of its scale, necessitating considerable effort and intricate criteria for both educators and students. Philippe Perrenoud asserts that evaluating a student's knowledge is more straightforward than measuring their competencies, as the latter necessitates observation throughout intricate tasks, perhaps leading to disputes

(Perrenoud, 2004, p. 24). Consequently, we must transition from evaluating knowledge to assessing skills and abilities by posing open-ended questions with multiple potential answers

that engage students and encourage deduction, analysis, commentary, comparison, discussion, and the expression of opinions, rather than relying on closed or directed questions. Examinations ought to be predicated on skills rather than just knowledge. Concurrently, we must utilise assessment rubrics that delineate the student's learning behaviours and subsequently recommend strategies to remediate deficiencies if we want to elevate the learners' proficiency and enhance their educational outcomes, with the objective of attaining communicative competence. Assessment in our schools appears to be traditional and does not correspond with the communicative approach.

The Problem of Assessment

Assessment continues to be conventional and inconsistent with the communicative method and the demands of its framework, necessitating considerable effort and intricate criteria for both educators and students. Philippe Perrenoud asserts that evaluating a student's knowledge is more straightforward than measuring their competencies, as the latter necessitates observation throughout intricate tasks, perhaps leading to disputes (**Perrenoud, 2004, pp. 71-72**)

Consequently, we must transition from evaluating knowledge to assessing skills and competencies. This entails presenting open-ended inquiries with various potential responses that engage the learner and encourage deduction, analysis, commentary, comparison, discussion, and the articulation of viewpoints, rather than employing closed or leading inquiries. Examinations ought to be predicated on skills rather than knowledge. Concurrently, we must utilize assessment rubrics that delineate the student's learning behaviors and subsequently recommend strategies to remediate deficiencies, if we want to elevate the learners' proficiency and enhance their educational outcomes, specifically in achieving communicative competence. Assessment in our schools seems to adhere to traditional methods and does not correspond with the communicative approach.

Consequently, the communicative approach is substantially founded upon and maintained by active pedagogical approaches. Perrenou asserted that "the trainer, in principle, remains on the sidelines, and if he occasionally undertakes the task, he cannot permanently supplant the learner, as this would hinder the learner's acquisition of knowledge." He must consequently forgo the enjoyment of elucidation and instruction lacking dialogue and critique (**Perrenoud, 2004, p. 74**)

This is because methods of rote memorization do not develop the learners' skills or their linguistic repertoire; they hinder their ability to express themselves (to communicate)... and do not encourage them to practice what they have acquired or what could be acquired. This results in the forgetting of their acquisitions or an incapacity to retrieve them when necessary. As a result, there is insufficient focus on the functional features of language (the practical domain), opting instead for theoretical examples and applications that leave the language inflexible and useless (**Al-Ma'tuq, 1996, p. 11**)

Advocating for the cessation of rote memorization signifies that the responsibility for learning is entrusted to the learners, akin to a ball at the feet of players. The teacher stays on the sidelines, directing them similarly to how a coach instructs athletes in a sport. This implicitly references the deficiencies inherent in behaviorist theories and earlier structural approaches, which sought

to observe and deduce formal grammatical and lexical rules for memorization, neglecting to emphasize comprehension through practical application in diverse textual, pragmatic, and communicative contexts.

4. Critique of the Propositions of the Communicative Approach

This approach emphasizes the functional aspects of language, occasionally neglecting formal structural and grammatical levels, thereby addressing the limitations of traditional methodologies that concentrate on these levels. However, this does not imply that the textual-communicative approach is devoid of deficiencies and flaws. Nor does it imply that it can attain what conventional methods have been unable to achieve. Therefore, it should not be regarded as the definitive option for attaining communicative competence. A limited number of experts have criticized the fundamental concepts and methodological approaches. I note this since the majority of studies have emphasized its objectives and significance without offering critical analysis.

The primary criticism is the minimization of grammatical rule study, predicated on the belief that effective communication in the language is more important than the examination of its syntactic and grammatical frameworks. The objective of language instruction is to empower the youth to articulate their thoughts and comprehend others in various circumstances (Hidayullah, 2021, p. 243).

This criticism points to a fundamental flaw in the approach, as teaching and understanding the language precedes teaching communication. Communication follows later, emerging naturally from the learner who has first understood and learned the language. Therefore, the function of the school and the objective of the Arabic language curriculum is to teach and preserve Modern Standard Arabic before learning to communicate.

Not paying sufficient attention to grammar means turning a blind eye to learners' grammatical and linguistic errors, failing to correct them, or interrupting learners—especially during linguistic performance where communication is prioritized over error correction. This is based on the communicative approach's adopted slogan of "let them speak, let them express," meaning to leave them free and not interrupt their speech with constraints and rules that confine language learning to right and wrong. It is believed that this would hinder learners from exploring linguistic creativity (Hidayullah, 2021, p. 243). Can learners genuinely develop and invent using an Arabic language that lacks linguistic precision or does not emphasize it?

In reality, focusing solely on communication while neglecting error correction cannot be effectively applied to the Arabic language. Take, for example, the case endings (I'rab diacritics). It is common knowledge that they are indicators of meaning. Here, we might ask: Did Arabic grammar not originate from the dots of I'rab (case markings) introduced by Abu al-Aswad al-Du'ali to preserve the Quranic text and the Arabic language from incorrect usage (Lahn) and the resulting communication problems stemming from misunderstandings? Recall his famous story with his daughter when she said, "مَا أَجْمَلُ السَّمَاءِ" (What makes the sky beautiful?), and he replied, "Its stars," thinking she was asking about what makes the sky beautiful. She then said, "I meant to express exclamation," to which he responded, "You made a mistake; you should say 'مَا أَجْمَلُ السَّمَاءِ' (How beautiful the sky is!)." So, how can we achieve

effective communication in the face of such misunderstandings if we overlook certain errors? This idea seems to implicitly advocate for a language resembling colloquial Arabic, which tends to rely on Sukūn (absence of vowel marks) instead of case endings. Thus, what applies to foreign languages does not necessarily apply to Arabic.

When it comes to texts, those selected are ones that reflect the learners' reality, aligning with their cultural, social, and economic expectations, their linguistic tastes, and what is familiar to their ears—texts with lexical roots embedded in daily or lived experiences. These texts are drawn from magazines, newspapers, and modern books close to journalistic language, employing directness and clarity for the purpose of linguistic communication (Hidayullah, 2021, p. 243), or so it seems to those supervising the selection of textbook texts under the communicative approach. The following text from a fourth-year primary school textbook is one such example (al, 2017, p. 27) .

التَّاجِمَات



اغتنى الشَّيْخُ مُحَمَّدٌ « مَكَانًا فِي سَاخَةِ الْمَسْجِدِ مَتَوَسِّطًا »
 « تَاجِمَاتِ الْخَيْرِ » وَالتَّجْمِيعُ يَنْتَظِعُونَ إِلَى ذَلِكَ التَّوَجُّهِ الَّذِي
 ارْتَسَمَتْ عَلَيْهِ عَلَامَاتُ التَّوَارِثَةِ وَالذِّكَاةِ وَدَلَالِيقِ الْعَافِيَةِ،
 رَغَمَ الْأَيَّامِ وَالسَّنِينَ. وَ عَلَى غَيْرِ عَادَتِهِ كَانَتْ نَظَرَاتُهُ تَبْشُرُ
 بِالغَضَبِ وَالْحِدَّةِ، وَانْتَهَضَ الرَّجُلُ الَّذِي نَاهَزَ التَّسْعِينَ وَاقْفًا
 يِقَاتِنَهُ الطَّوِيلَةَ، وَجَسَمِهِ الضَّعِيفِ، وَتَكَلَّمَ الْعَاقِلُ الْأَكْبَرُ
 « لَمِينٌ تَاجِمَاتٌ » مُحَاطِبًا « أَرْزُقِي » وَالْحَضُورُ يَتَرَفَّقُونَ
 وَيَتَلَهَّوْنَ لِسَمَاعِ كَلِمَاتِهِ : عَجَبًا وَ آثَمَ سَلِيلِ أَعْيَابِنَا وَ عَمَلَانَا، كَيْفَ تُرِيدُ أَنْ تَتَمَسَّصَ فِي كُلِّ
 مَرَّةٍ مِنَ التَّسَاهُتَةِ فِي « التَّوْبِيرَةِ » الَّتِي تُشَكِّلُ نَوَاطِئَ أَهْلِنَا وَ الَّتِي يَفْضِلُهَا تَجَاوِزُنَا كُلَّ النُّعَوَاتِ وَجَسَدُنَا
 مَسَارِيعِنَا التَّمَشُّرَكَةَ الَّتِي كُنْتَ أَوَّلَ مَنْ يَنْتَفِعُ بِهَا :



وَ بِصَوْتِ خَافِتٍ لَا يَكَادُ يُسْمَعُ رَدُّ أَرْزُقِي « إِنَّ طُرُوفِي
 الْمَالِيَّةَ لَا تَسْمَعُ، فَقَدْ شَارَكْتُ فِي شَهْرِ رَمَضَانَ الْعَارِطِ
 لِتَوْفِيرِ الطَّعَامِ لِعَابِرِي السَّبِيلِ، وَ بَعْدَهَا بَكْسُورَةُ الْفُقَرَاءِ فِي
 الْعِيدِ ... وَ هَذَا كَثِيرٌ عَلَيَّ. فَقَاعَتَهُ « لَوْ كَيْلُ تَاجِمَاتِ » :
 أَنْتَ لَمْ تَدْفَعْ دِينَارًا وَاحِدًا وَ سَجَلُ التَّمَحَنَةِ هَاهُنَا ...
 أَخْرُوكَ مَنْ دَفَعَ عَنِ الْعَائِنَةِ .

نَظَرَ الشَّيْخُ مُحَمَّدٌ إِلَى أَرْزُقِي وَ قَالَ لَهُ مُعَاتِبًا : إِنَّ بَيْتَ
 حَمِيدٍ اخْتَرَقَ عَن آخِرِهِ ... وَهُوَ وَ عَائِلَتُهُ لَا سَقْفَ يَأْوِيهِمْ،
 كَيْفَ تَحْمِلُونَ لَكَ التَّسْكِينَةَ إِلَى بَيْتِكَ وَ أَهْلِكَ، وَ جَارِكَ فِرَاشَهُ
 الْأَرْضِ وَ غِطَاؤَهُ السَّمَاءِ. تَدْخُلُ « النِّصَانِ » مُسَمِّلِ الْخَبِيِّ لِتَهْدِيَةِ
 الْوَضْعِ : مُشَارِكِ أَرْزُقِي فِي إِعَادَةِ بِنَاءِ مَنْزِلِ حَمِيدٍ، فَهُوَ نَبَاهُ مَا جَرَّ، أَتَعَهَّدُ بِذَلِكَ .

« إِنَّهُ آخِرُ إِبْدَارِ لَكَ يَا أَرْزُقِي » - أَضَافَ « مُحَمَّدٌ » وَ كُلَّهُ هَيْبَةٌ وَ وَعَارٌ - وَ لَإِ سَتَسْتَبِقُ عَلَيْكَ قَوَاتِينُ
 « تَاجِمَاتِ ». سَتَدْفَعُ غَرَامَةَ مَالِيَّةً وَ تُحْرِمُ مِنَ خِدْمَاتِ « التَّوْبِيرَةِ » وَ تَقْرِضُ الْعُرْزَةَ عَلَيْكَ. طَاطَأَ أَرْزُقِي
 رَأْسَهُ وَ هُوَ يَعْلَمُ أَنَّ « لَمِينِ تَاجِمَاتِ » لَا يُخْلِفُ وَ عُدًّا إِذَا وَعَدَ .

مستوحى من روبرتاج - نوال مسيح - صحيفة اليوم
 الوحدة الأولى

27

Scanné avec CamScanner

The title "Tajma'at" and some linguistic structures such as "The agent of Tajma'at" are written in Algerian colloquial dialect, and words like "Mohand, Arzqi, Tawiza" are socially prevalent

and align with the cultural horizon of the learners. The sentences and language of the text are straightforward and direct to achieve communication and ease of learning. The inclusion of two images means the presence of the audiovisual method, which is one of the traditional methods in learning foreign languages for the same purpose.

Similarly, the writings inside the Algerian high school curriculum, specifically those categorized as communicative prose, exhibit simplicity and directness, resembling the language utilized in journalism and media. Ancient and modern poetry (free verse) diverges from communicative texts in aesthetics and conceptualization; the beauty of the former resides in the peculiarity of its diction, its figurative imagery, and its expressive techniques, alongside its external and internal musicality, with its poetic essence arising from the ambiguity of its interpretations. Its visual imagery, the richness of its symbolism, and its intertextual connections with other literature.

Poetic writings appear to fulfil the same function, namely the acquisition of textual communicative skill. When students examine simile and its elements using examples from the analyzed poetry text, they must construct meaningful sentences incorporating simile and subsequently compose a paragraph utilizing the essential components of simile. This entails implementing the functional communicative strategy.

This method applies to other activities as well. For instance, when examining the rules of the present tense, including the nominative and accusative cases, the student must first analyse it at the sentence level and thereafter compose a paragraph utilizing the acquired grammatical principles. The functional communicative approach is prominently reflected in the Algerian school textbook.

The inquiry presented is whether the communicative technique is adequate for language acquisition and communication, or if it requires supplementation with other traditional methodologies to attain the intended objective.

The communicative approach may be deemed sub-optimal, as astute learners can implicitly or spontaneously apply relevant knowledge to communicative contexts without the rigidity and limitations inherent in this approach, which often poses challenges for many learners and leads to a lack of responsiveness to its methodological practices. What does it signify for the student to be mandated to apply their acquired knowledge of rules, yet produce a brief paragraph characterized by substandard style and a lack of grammatical and rhetorical application? Why are students incapable of using and integrating their gained information and experience in diverse situations? Numerous factors exist, including the over-utilization of the communicative approach and the undue reliance on it. It is mostly due to the significant load it imposes on the learner who has not adequately mastered the rules. How can they implement them? My statement does not advocate for the dismissal of the approach; rather, it highlights that its characteristics do not correspond with the abilities of the majority of students in our schools, who encounter its challenges or appear resigned to a sense of helplessness and incapacity to use their acquired knowledge in expression and communication. The outcome is a deficiency in their communicative textual skills.

The existence of the communicative textual approach does not imply the dismissal of prior traditional methods; instead, it addresses their shortcomings. Abandoning these methods would

suggest that they, grounded in learning theories and psychology, lack a foundation in reality. If structural approaches concentrate on the mechanical study of grammatical rules and structures, permitting no errors, with the objective of enabling learners to construct grammatically and semantically accurate sentences, while the audiovisual approach seeks to facilitate comprehension of linguistic forms, it consequently encompasses an element of communication learning centred on the individual sentence. With the advent of novel cognitive learning theories, researchers have commenced investigations into how language users employ language across many contexts, accenting listening and speaking as the predominant skills employed both within and beyond educational settings.

The communicative approach is not effective in isolation; it necessitates the foundational approaches. Specifically, the acquisition of linguistic competence, as delineated by the generative-transformational structural approach, transpires in the initial phase of language learning. Subsequently, the application of this competence in hypothetical social contexts (such as narratives) or actual scenarios (like composing a job application or lodging a complaint) represents the second phase, wherein the textual communicative approach is evident. This cannot be autonomous from other conventional methods. Moreover, the use of images, illustrations, and forms in textbooks for primary and intermediate education exemplifies the application of the audiovisual technique in foreign language acquisition, including Arabic, within the communicative approach aimed at facilitating language learning and communication. The subsequent examples from the textbook exemplify this (al M. A.-s., 2016, pp. 18-19 - 60)

Example 1

التَّجَامِعُ



« أَغْلَى السُّبْحِ » مُتَّحِدٌ « مَكَانًا فِي سَاعَةِ الْمَسْجِدِ مَتَوَسِّطًا » تَجَامِعُ الْخَيْرِ وَ الْجَمْعُ يَتَّخِذُونَ إِلَى ذَلِكَ أَوَّجَهُ الَّذِي ارْتَضَتْ عَلَيْهِ عَلَامَاتُ الْإِزْزَاقَةِ وَالذِّكَاةِ وَدَلَالِيْلُ الْعَاقِبَةِ، رَغَمَ الْإِيَامِ وَالسَّنِينِ. وَ عَلَى غَيْرِ عَادَتِهِ كَانَتْ تَطْرَافُهُ تَمِيحُ بِالْمَغْضِبِ وَالْحِدَّةِ، وَانْقَضَ الرَّجُلُ الَّذِي نَاهَى الْقَلْبَيْنِ وَنَقَا عَاقِبَتِهِ الطَّوِيلَةَ، وَجَسِيْبِ الشَّحِيْفِ، وَتَكَلَّمَ الْعَاقِلُ الْأَخْبَرَ « لَمِيسَ تَجَامِعُ » مُحَاطِبًا « أَرْزَقِي » وَالْمَحْضُورُ يَتْرَقِبُونَ وَيَتَلَهَّفُونَ لِسَمَاعِ كَلِمَاتِهِ: عَجَبًا وَ أَنْتَ سَلِيلُ أَعْيَانِنَا وَ عَفْلَانِنَا، كَيْفَ تُرِيدُ أَنْ تَتَمَنَّصَ فِي كُلِّ مَرَّةٍ مِنَ الْمَسَاعِدَةِ فِي « الْقَوْبِرَةِ » الَّتِي تُسَكِّنُ قَوَاةَ أَهْلِنَا وَ الَّتِي يَغْضِيهَا تَجَاوُزُنَا كَمَلِ الْعَوَاتِقِ وَجَسَدِنَا سَكْبَارِيْعِنَا الْمُسْتَشْرَكَةِ الَّتِي تَحْتِكُ أَوَّلَ مَنِ ارْتَقَعَ بِهَا :



وَ بِصَوْتِ خَافِيَةٍ لَا يَكَادُ يَسْمَعُ رَدَّ أَرْزَقِي « إِنَّ ظُرُوفِي الْمَالِيَّةَ لَا تَسْتَمِيحُ، فَكَيْفَ سَارَكْتُ فِي شَهْرِ رَمَضَانَ الْفَارِطِ لِقَوْمِ الطَّعَامِ لِعَابِرِي السَّبِيلِ، وَ بَعْدَهَا نَكْشُورَةُ الْقِرَاءِ فِي الْعِيدِ... وَ عِدَا كَثِيرٌ عَلَيَّ، فَعَاقِبَتُهُ هُ لَوْ كَيْلُ تَجَامِعُ » : أَنْتَ لَمْ تَدْفَعِ دِيمَارًا وَاحِدًا وَ سَجَلُ الْمَسْحَابَةِ هَاهُنَا... أَخْرَجَكَ مَنْ دَفَعَ عَنِ الْعَائِلَةِ .

تَطَّرَ الْمَشِيخُ مُحَمَّدُ ابْنُ أَرْزَقِي وَ قَالَ لَهُ مُعَاتِبٌ : إِنَّ بَيْتَ حَمِيدٍ اخْتَرَقَ عَن آخِرِهِ... وَهُوَ وَ عَائِلَتُهُ لَا سَقْفَ نَابِرِهِمْ، كَيْفَ تَحْلُو لَكَ الشُّكَيْتَةُ إِلَى بَيْتِكَ وَ أَهْلِكَ، وَجَارِكَ فِرَاقُهُ الْأَرْضِ وَ عِبَادَةُ السَّمَاءِ! تَدَخَّلْ «الضَّامِنُ» مُمَيَّنُ الْمَحِي لِقَهْدَتِهِ التَّوْحَحُ: سَتُعَارِكُ أَرْزَقِي فِي إِعَادَةِ بِنَاءِ مَنْرِلِ حَمِيدٍ، فَهُوَ بِنَاءُ مَاهِرٍ، اتَّعَهَّدُ بِذَلِكَ.

« إِنَّهُ أَجْرٌ يُنْذَرُ لَكَ يَا أَرْزَقِي » - أَضَافُ « مُحَمَّدُ » وَ كَلِمَةُ حَبِيْبَتِهِ وَ عَارِزُ - وَ إِنْ سَمِعْتَهُ عَنَيْكَ قَوَانِيْنُ « تَجَامِعُ ». سَتَدْفَعُ غَرَامَتَهُ مَالِيَّةً وَ تُخْرَجُ مِنَ خِدْمَاتِ « الْقَوْبِرَةِ » وَ تَقْرِضُ الْعُرْتَةَ عَلَيْكَ. طَاعَلَا أَرْزَقِي رَأْسَهُ وَ هُوَ تَقْلَمُ «ت» لَمِيسَ تَجَامِعُ « لَا يُحْبِبُ وَغَدَا إِذَا وَغَدُ .

مَسْجُوحِي مِنَ رَوْبِرْتَاچ - نَوَالِ مَسِيح - صَحِيْفَةُ الْيَوْمِ
الْوَحْدَةُ الْأُولَى

27

Scanné avec CamScanner

Example 2

التجمعات



اغتنى التُّخَيْجُ هُتَيْدًا مَكَانًا فِي سَاعَةِ الْمَشْجِدِ مَتَوَسِّطًا
« تَجَمَّعَتِ الْحِجْرُ وَالْجَمِيعُ يَتَطَلَّعُونَ إِلَى ذَلِكَ التَّوَجُّهِ الَّذِي
ارْتَسَتْ عَلَيْهِ عِلْمَاتُ الْمُرَاةِ وَالذِّكَاةِ وَذَلَالِ الْإِعَابَةِ،
رَغْمَ الْإِيَامِ وَالسَّنِينِ. وَ عَلَى غَيْرِ عَادَةٍ كَانَتْ نَظَرُهُ تُبْطِغُ
بِالْقَضِبِ وَالْحِدَّةِ، وَتَقْفُضُ الرَّجُلَ الَّذِي نَاهَزَ الشَّعْبِينَ وَهَقَا
بِعَانِيَةِ الطُّوَيْلَةِ، وَجَسِيمِ الضَّعِيفِ، وَتَكْتُمُ الْعَاوِلَ الْأَكْبَرَ
« تَمِينُ تَجَمَّعَتِ » مُحَاطِلًا « أَرْزَقِي » وَالْحَضُورُ بِتَرْفُوتٍ
وَيَتَلَهَّقُونَ لِسَمَاعِ كَلِمَاتِهِ: عَجَبًا وَ آثَمَ سَلِيلِ أَعْيَابِنَا وَ عَفْلَابِنَا، كَيْفَ تَرِيدُ أَنْ تَتَمَنَّصَ فِي كُلِّ
مَرَّةٍ مِنَ التَّسَاعُتِ فِي « التَّوْبِرَةِ » الَّتِي تُشَكِّلُ تَوَاةَ أَهْلِنَا وَ الَّتِي يَغْطِيهَا تَجَاوُزُنَا كُلَّ التَّمَوَاتِيِّ وَحَسْبُنَا
سَمَارِينَا الْمُسْتَعْرَكَةُ الَّتِي كُنْتَ أَوَّلَ مَنْ يَنْتَفِعُ بِهَا :



وَ بِصَوْتِ خَافِتٍ لَا يَكَادُ يُسْمَعُ زِدَّ أَرْزَقِي « إِنَّ طُرُوفِي
الْمَائِيَّةَ لَا تَسْمَعُ، فَكَيْفَ شَارِكْتُ فِي شَهْرِ رَمَضَانَ الْعَارِطِ
لِقَوْبِرِ الطَّعَامِ لِعَابِرِي السَّبِيلِ، وَ تَعَدُّهَا بِكِسْفَةِ الْقَفَرِ فِي
الْحَيْدِ... وَ عَدَا كَثِيرٌ عَلَيَّ. فَعَاطَمَةُ « تُوكِلُ تَجَمَّعَتِ »:
أَنْتَ لَمْ تَدْفَعِ دِينَارًا وَاحِدًا وَ سِجِلَّ التَّسَاعُتِ هَاهُنَا...
أَخْرَجْتَ مَنْ دَفَعَ عَنِ الْعَابَةِ ا.

نَظَرَ الشَّيْخُ مُحَمَّدٌ إِلَى أَرْزَقِي وَ قَالَ تَهْ مُعَابِي : إِنَّ بَيْتَ
عَمِيدِ الْحَزَقِ عَنِ آخِرِهِ... وَهُوَ وَ عَائِلَتُهُ لَا سَقْفَ بَأْوِيهِمْ،
كَيْفَ تَحْمِلُ لَكَ الشُّكَيْتَةَ إِلَى بَيْتِكَ وَ أَهْلِكَ، وَجَارِكَ فِرَاشَهُ
الْأَرْضِ وَ عِطَاؤَهُ الشَّمَاهِ! تَدَخَّلِ « الْعُقَاتِنِ » مَتَمِّلِ السَّيِّئِ لِتَهْدِيكَ
الْوَسْعِ: سُبْحَانَكَ أَرْزَقِي فِي إِعَادَةِ بِنَاءِ مَنْزِلِ كَسِيدِ، فَهُوَ بِنَاءُ مَاجِرٍ، أَتَعْمَهُ بِذَلِكَ.

« إِنَّهُ آخِرُ بُنْدَارِ لَكَ يَا أَرْزَقِي » - أَخْبَأَفَ « مُحَمَّدُ » وَ كَلَّمَهُ حَيْبَةً وَ عَارًا - وَ لَا سَتَقْبَلُ عَلَيْكَ قَوَائِمِ
« تَجَمَّعَتِ ». سَتَدْفَعُ عِرَائَةَ مَائِيَّةً وَتُحْتَرَمُ مِنْ خِدْمَاتِ « التَّوْبِرَةِ » وَ تَقْرُسُ الْعُرُونَةَ عَلَيْكَ. سَأَلَا أَرْزَقِي
رَأْسَهُ وَ هُوَ تَعَلَّمَ أَنَّ « تَمِينُ تَجَمَّعَتِ » لَا يُخْلِفُ وَ عَدَا إِذَا وَ عَدَا.

مسكوحي من روبرناج - نوال مسيح - صحيفة اليوم
الوحدة الأولى

27

Scanné avec CamScanner

Example 3

العيش في المدينة

المقطع 4

أشاهد و أعبر



أستعمل الصيغة

التفسيه ب: كَانْ

- بَدَأْتُ أُدِيرُ نَظَرِي فِي أَجْوَائِهَا وَ كَأَنِّي عَرِيبٌ عِنهَا .
- بُيُوتُهَا مُتَلَاصِقَةٌ كَأَنَّهَا حُلُبٌ سَرْدِينِ .
- عَبَّرَ بِاسْتِعْمَالِ كَأَنَّ عَنِ الْأَشْيَاءِ الْمُتَشَابِهَةِ مِثْلَ : حَدِيقَةٌ حَيْنًا جَمِيلَةً كَأَنَّهَا جَنَّةُ .
الْحَدِيقَةُ / نُعْبَانِ / جَنَّةُ / بِسَاطُ أَحْضَرُ / لَأَيُّ / الَّتِيغَسُوبُ / الْمُرُوجُ / الْتُجُومُ / طَلَايِرَةُ مِرْزُومِ
/ الْحَبْلِ .
- كَوْنٌ جَمَلًا أُخْرَى بِاسْتِعْمَالِ كَأَنَّ .

أنتج شفهيًا

- أَيُّ الْمَشْهَدَاتِ أَعْجَبَكَ ؟ لِمَاذَا ؟
- صِفِ الْحَيَاةَ فِي الرَّيْفِ :
- الطَّبِيعَةُ - الثَّبَاتَاتُ - بِسَامَةُ الْعَيْشِ -
طَبِيعَةُ الشُّكَّانِ - الْهُدُوءُ - نَقَاءُ الْجَوِّ... .
- صِفِ مَنْزِلَكَ مُسْتَعِينًا بِمَا بَلِي :
- مَوْقِعُهُ فِي الرَّيْفِ أَوْ فِي الْمَدِينَةِ - مَنْزِلُ قَرْدِي - مَنْزِلٌ فِي عِمَارَةِ .
- عُرْفُهُ : عَدَدُهَا - سَعْتُهَا - اِرْتِفَاعُ سَقْفِهَا
- شُرْفَاتُهُ : دُخُولُ أَشْعَةِ الشَّمْسِ - التَّهْوِيَةُ
- جُدْرَانُهُ : حَجْرِيَّةٌ - إِسْمَنْعِيَّةٌ

64

الوحدة الثانية

الصفحة الرابع

Example 4

التَّاجِمَاعِثُ



اغْتَلَى الشَّيْخُ «مُحَمَّدٌ» مَكَانًا فِي سَاحَةِ الْمَسْجِدِ مُتَوَسِّطًا
«تَاجِمَاعِثُ الْخَيْرِ» وَ الْجَمِيعُ يَنْظُرُونَ إِلَى ذَلِكَ التَّوَجُّهِ الَّذِي
اِرْتَسَمَتْ عَلَيْهِ عَلَامَاتُ الرُّزَانَةِ وَالذِّكَاةِ وَذَلَالِ الْعَافِيَةِ،
رَعَمَ الْأَيَّامَ وَالسَّنِينَ. وَ عَلَى غَيْرِ عَادَتِهِ كَانَتْ نَظَرَاتُهُ تُشْبِعُ
بِالغَضَبِ وَالْحِدَّةِ، وَاتَّخَذَ الرَّجُلُ الَّذِي نَاهَرَ التَّسْعِينَ وَاقْفًا
يَقَامِيهِ الطَّوِيلَةَ، وَجَسَمِهِ النُّحِيفَ، وَتَكْنَمَ الْعَاقِلَ الْأَكْبَرَ
«لَمِينُ تَاجِمَاعِثُ» مُحَاطِيًا «أَرْزُقِي» وَالْحَضُورُ يَتَرَفَّقُونَ
وَيَتَلَهَّمُونَ لِسَمَاعِ كَلِمَاتِهِ: عَجَبًا وَ أَنْتَ سَلِيلُ أَعْيَابِنَا وَ عَقْلَانِنَا، كَيْفَ شَرِيدُ أَنْ تَتَمَلَّصَ فِي كُلِّ
مَرَّةٍ مِنَ الْمُسَاهَمَةِ فِي «التَّوْبَةِ» الَّتِي تُشَكِّلُ نَوَاةَ أَهْلِنَا وَ الَّتِي يَفْضَلُهَا تَجَاوُزُنَا كُلِّ انْعَوَاتٍ وَجَسَدِنَا
سَمَارِيَعِنَا الْمُمَشْرَكَةِ الَّتِي كُنْتَ أَوَّلَ مَنْ انْتَفَعَ بِهَا ! !



وَ بِصَوْتِ خَافِتٍ لَا يَكَادُ يُسْمَعُ رَدُّ أَرْزُقِي «إِنَّ ظُرُوفِي
الْمَالِيَّةَ لَا تُسْمَعُ، لَقَدْ شَارَكْتُ فِي شَهْرِ رَمَعَانَ الْقَارِطِ
لِتَوْقِيرِ الطَّعَامِ لِعَابِرِي السَّبِيلِ، وَ بَعْدَهَا بَكْسُورَةُ الْفُقَرَاءِ فِي
الْعِيدِ... وَ هَذَا كَثِيرٌ عَلَيَّ. فَقَاطَعَهُ «لَوْ كَيْلُ تَاجِمَاعِثُ» :
أَنْتَ لَمْ تَدْفَعْ دِينَارًا وَاحِدًا وَ سَجَلُ الْمُسْحَسِيَةِ هَاهُنَا...
أَخُوكَ مَنْ دَفَعَ عَنِ الْعَائِلَةِ !

نَظَرَ الشَّيْخُ مُحَمَّدٌ إِلَى أَرْزُقِي وَ قَالَ لَهُ مُعَاتِبًا : إِنْ بَيْتُ
حَمِيدٍ اخْتَرَقَ عَنْ آخِرِهِ... وَهُوَ وَ عَائِلَتُهُ لَا سَقْفَ يَأْوِيهِمْ،
كَيْفَ تَحَلُّو لَكَ الشُّكْيَةَ إِلَى بَيْتِكَ وَ أَهْلِكَ، وَجَارِكَ فِرَاشَهُ
الْأَرْضِ وَ عِطَاوَةَ السَّمَاءِ! تَدْخُلُ «النَّصَّامَنُ» مَمْبُتِلَ الْحَيِّ لِتَهْدِيَةِ
الْوَضْعِ: سَيُشَارِكُ أَرْزُقِي فِي إِعَادَةِ بِنَاءِ مَنْزِلِ حَمِيدٍ، فَهُوَ نَبَأٌ مَاجِرٌ، أَنْعَهْدُ بِذَلِكَ.
«إِنَّهُ آخِرُ إِذْذَارٍ لَكَ يَا أَرْزُقِي» - أَضَافَ «مُحَمَّدٌ» وَ كَلَّمَهُ هَيْبَةً وَ وَقَارًا - وَ إِلَّا سَتَطَبَّقُ عَلَيْكَ قَوَانِينُ
«تَاجِمَاعِثُ». سَتَدْفَعُ غَرَامَةَ مَالِيَّةً وَ تُحْرَمُ مِنَ خِدْمَاتِ «التَّوْبَةِ» وَ تُقْرِضُ الْعَزَّةَ عَلَيْكَ. طَاطَلًا أَرْزُقِي
رَأْسَهُ وَ هُوَ يَعْلَمُ أَنَّ «لَمِينُ تَاجِمَاعِثُ» لَا يُخَلِّفُ وَ عَدَا إِذَا وَعَدَ.

مستوحى من روبرتاج - نوال مسيخ - صحيفة اليوم
الوحدة الأولى

27

Scanné avec CamScanner

The audiovisual method was initially developed for foreign language acquisition, as the inclusion of images facilitates comprehension of vocabulary for first-year primary students. This is particularly evident in the first and second examples, where they identify the living room, sofa, kitchen, bedroom, wardrobe, and bed through visual aids. Moreover, he will be capable of verbalizing and conveying messages using the identical visual. This method, dependent on the stimulus (the image) and the response or its correlation with word meanings per behavioral theories, was employed in examples 3 and 4 under the communicative approach. Through the comparison of the two images (the stimulus), learners articulate their thoughts both vocally and in writing (the response) to construct a cohesive paragraph. The communicative approach is affirmed to depend on traditional methods, techniques, and ideas that augment its efficacy, indicating that it is not an entirely independent approach. Instead, it necessitates the

amalgamation of prior methodologies to fulfil its objectives within the context of cognitive integration between curricula and instructional strategies, and should only be dis-aggregated for methodological reasons. The integration of sciences and curricula has recently emerged as a prominent proposal, with numerous conferences convened to deliberate on this concept.

Consequently, overwhelming students with the communicative approach, overstating its dependence, and excessively analyzing communicative texts may prove detrimental, as indicated by the linguistic deficiencies evident in our schools today. The inquiry presented is whether the linguistic proficiency of a student in the 1980s, taught without the objective of attaining textual communicative competence through behavioral learning theory and the structuralist approach, is equivalent to that of a student educated under the textual communicative approach and its requisite active methodologies. This inquiry can solely be addressed by individuals who have undergone both roles, educators and students; for linguistic evidence substantiates that contemporary learners, whether in primary or tertiary education, are increasingly incapable of articulating or composing in accurate, error-free classical Arabic. This indicates a deficiency in communicative textual competence in both comprehension and production, which is the paramount objective of the communicative approach.

A further critique of the communicative textual method is its exclusion of memorization, seeing it a process linked to the mechanical behavioral theory in language acquisition. It was intended that learners would be required to memorise and comprehend high-quality prose and poetry to employ and practise the eloquent vocabulary, linguistic structures, and notable rhetorical meanings in their communication and expression. Practice in language education is a crucial pedagogical element, a means of applying gained knowledge, a strategy for employing learnt skills, and a prerequisite for successful learning. Memorization and practice are among the most efficacious elements in learning, as they mutually enhance and reinforce one another. Memorization solidifies and preserves its permanency through practice and application. Practice flourishes and serves its purpose due to the retained knowledge that ensures its continuance. The retained knowledge and information provide the foundation from which practice receives its vigour, power, and persistence.

Practice entails that the learner reiterates what they have memorized and comprehended, subsequently employing it in many learning activities, especially in oral and written assignments. The objective is not to recite memorized content, but to generate speech that emulates the manner of what has been internalized and comprehended (**mohamed, 2012, pp. 543- 544**).

5- Manifestations of the communicative approach in the Algerian school textbook at the secondary education stage:

It is impossible to track the application of the communicative approach in the school textbook across all levels or even within a single stage or level. So, I will only give a few examples of text studies from the first-year secondary school textbook to show that the communicative approach is there . (**chlouf, 2023/2024, p. 44**),

4 | إحصاء موارد المتعلم و ضبطها

أ. في مجال المعارف

استخرج مما يأتي الجوازم التي تجزم فعلين ثم حدد أفعال الشرط وأفعال أجوبة الشرط.

"أَيْنَمَا تَكُونُوا يَأْتِ بِكُمْ اللَّهُ جَمِيعًا". (البقرة/148). "وَمَنْ يَفْعَلْ ذَلِكَ يَلْقَ أَثَامًا". (الفرقان/68)

- أنا ابن جلا وطلاع الفنايا متى أضع العمامة تعرفونسي
- أغرّك مني أن حيك قاتلي وأنتك مهمما تأمري القلب يفعل
- "وَمَا تَنْفِقُوا مِنْ شَيْءٍ فِي سَبِيلِ اللَّهِ يُوَفِّ إِلَيْكُمْ وَأَنْتُمْ لَا تَظْلَمُونَ". (الأنفال/60)

ب. في مجال المعارف الفعلية

1. ضع في كل مكان خال مما يأتي أداة شرط جازمة مناسبة وبين المضارع المعجوزم وعلامة جزمه.

..... تبطن تظهره الأيام، تكن فاذا ذكر الله،

..... تكن يكن رفاقك، تطع الله يساعذك.

2. أعرب ما يأتي:

ومهما تكن عند امرئ من خليفة وإن خالها تخفى على الناس تعلم

ج. في مجال إدماج أحكام الدرس

أخذ زميلك يتكاسل عن أداء واجباته. وجه له مجموعة من النصائح ترده فيها عن غيه وترشده إلى طريق الجهد والعمل مستخدما أدوات الشرط الجازمة لفعلين مضارعين.

44

Scanné avec CamScanner

This paradigm shows that grammar instruction comes before communication. After the student learns about the conditional particles that control two verbs and figures out the rule from sentences in a communicative text, they do three exercises—in the old structural concept—or "consolidating learners' resources" (in the communicative approach)—in the area of knowledge. This entails the extraction of jussive particles, conditional verbs, and answers, followed by the insertion of suitable conditional particles into the gaps, and ultimately conducting grammatical analysis (i'rab) on a poetic verse that incorporates the specified particles and verbs. These exercises exemplify the structural grammatical method, confined to the sentence level and historically undertaken just to this degree—namely, the study of grammar through fragmented, arid, isolated sentences devoid of their textual communicative context.

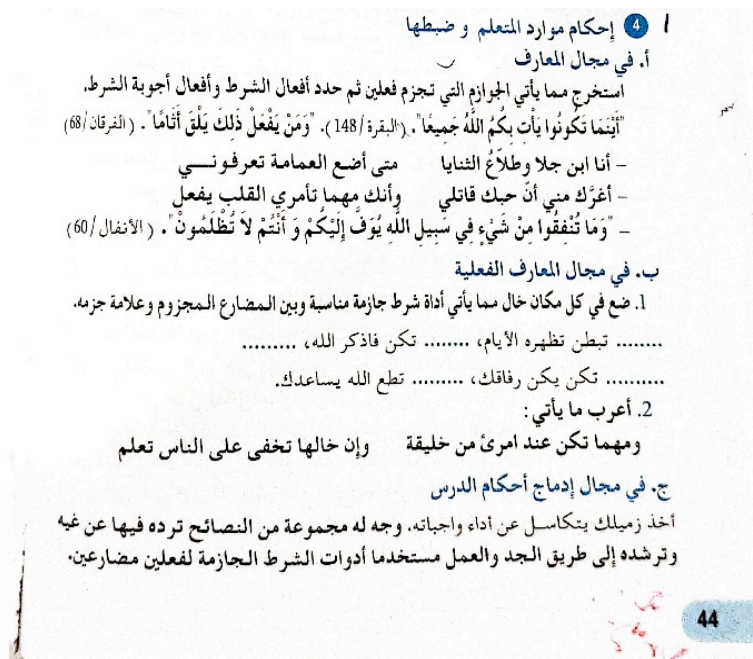
The innovation of the communicative approach here is that the sentences are taken from the text studied in literary and critical analysis, in addition to employing grammar and other acquired skills in integrative situations and targeted scenarios, where the learner utilizes their grammatical, textual, and rhetorical knowledge simultaneously.

It seems that the textbook has put a lot of emphasis on the communicative approach by making sure that integrative and targeted scenarios are completed and that grammar (linguistic competence) is learnt through the text. It has also not ignored previous approaches, like the structural grammatical approach in secondary education and the audiovisual method in primary education. This means that modern ways of teaching don't get rid of older ones; instead, they fill in the gaps and work with them, adding to existing methods and growing on them.

The communicative approach is exemplified in integrated contexts, as seen in the preceding example, and in targeted scenarios, when the learner is required to apply gained linguistic, rhetorical, and critical competencies. This example about making a targeted scenario shows this (chlouf, 2023/2024, p. 106):



In addition to the instructions directed at learners to write a paragraph according to the recognized text patterns for the purpose of practicing the acquisition of the communicative, argumentative, narrative, or descriptive textual competence, which are always repeated in the element related to text identification as illustrated in the following example: (chlouf, 2023/2024, p. 49)



The same applies to the study of coherence and cohesion, as the student is required to write a paragraph using the cohesion tools (linking) they studied thru the text, and to construct texts with coherent meanings.

6- Conclusion

We conclude with the following:

1. The communicative textual approach is theoretically appropriate for learners, addressing their desire to acquire the language through communicative activities rather than mere memorization of grammatical rules. It does not contradict earlier approaches; instead, it enhances them by transcending the acquisition of rules and rhetoric to foster communicative textual competence.

2- This technique has a lot of problems. Some of them have to do with not being able to use it in the field, and others have to do with its goals and ideas, which emphasize on learning how to communicate instead of language norms and being okay with making mistakes. It is also criticized for not including the memorization approach, which is very important.

3. The communicative approach encompasses various methodologies, including the audio-visual and structural-grammatical approaches. Consequently, it is essential to embrace these two methodologies and additional methods that facilitate language acquisition and communication, as language and communication are inherently intertwined.

References:

- al, B. S. (2017). *arabic language textbook for primary education* . alger: national office of school publications .
- al, M. A.-s. (2016). *my book in arabic , first year of primary education* , . alger : national school publications .
- Al-Ma'tuq, A. M. (1996). *linguistic repertoire ,its importance ,sources and means of development* . kuwait : national council for culture ,arts and letters .
- Bouridan, A. (2013). *education and communication in primary education*. mostaganem algeria : dar umm al- kitab for publishing and distribution .
- chlouf, h. (2023/2024). *The Engaging in Literature, Texts, and Guided Reading," First Year of Secondary Education*. algeria: common core of science and technology , school puplications bureau .
- El-Tour, M. (2004). *from the lesson of objecctives to the lesson of competencies ,a theoretical and pratical approach* . morocco : anfa priting .
- Hidayullah, M. M. (2021, 7 3). critiquing the dominance of the communicative approach in teaching arabic. *Journal of Educational and Instructional Research* , 243.
- Hijjaj, N. K. (1988). *foreign languages their teaching and learning* . kuwait : national council for culture ,arts and letters .
- Mocanu, C. (2011). *l'enseignement des langues romanes et de l'anglais dans un lycée roumain ,analyse des manuels scolaire et pratiques pédagogiques*. lyon paris: université d'avignon .
- mohamed, b. (2012). The Impact of Conscious Memorization on Learning Arabic and Acquiring Its Basic Skills. *al -bahith journal , higher school of teachers , bouzareah algeria*, 543- 544.
- Perrenoud, .. P. (2004). *building competencies from school* . casablanca morocco : edition al-najah al jadida press .