Teaching Arabic Language From The Perspective Of Muhammad Al-Oragi - An Analytical Reading Of His Book "Relative Linguistics And Teaching The Arabic Language"

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Abstract:

Research Abstract: The aim of this current study entitled "Teaching the Arabic Language from the Perspective of Muhammad Al-Oragi - An Analytical Reading of his Book 'Relative Linguistics and Teaching the Arabic Language'" is to discuss the issue of teaching the Arabic language and to elucidate the appropriate and effective methods to enhance this process as presented by Muhammad Al-Oragi. We are aware that the field of language teaching is one of the most important fields that has generated numerous debates, including those related to the most effective curricula for teaching the Arabic language and the strategies and approaches used in teaching language proficiency levels. It also includes the challenges faced in light of the ongoing developments in scientific, linguistic and methodological aspects. Therefore, this research will delve into analysis and discussion to explore the most important proposals made by the researcher in this field, evaluating the effectiveness of these proposals and their ability to overcome the challenges of learning this language, as well as their compatibility with modern educational approaches.

Keywords: Teaching, Arabic Language, Muhammad Al-Oragi, Analytical Reading, Book, "Relative Linguistics and Teaching the Arabic Language".

1- Introduction:

It is undeniable that education, both in its general and specific aspects, has become one of the most important and fascinating fields for researchers and linguists in contemporary linguistic thought. This is especially true of the field of language teaching, which has become a sought-after area for researchers who wish to apply the advances made in educational science and modern linguistics and to use their results in theoretical aspects. The aim is to improve language teaching curricula, a goal pursued by language institutions and governments through their language policies in order to promote languages. Awareness of this issue and of the importance of research in language teaching methodology has grown considerably in

recent times, especially for certain languages that have established their dominance in the scientific, technological and economic fields, such as English, Chinese, German and others. As a result, efforts have been stepped up among their speakers, and researchers and academics have been recruited to develop a pedagogical perspective aimed at improving the procedural tools of language teaching.

The Arabic language has not remained unaffected by these changes and has not closed its eyes to the developments around it. Initially, it adopted a position of anticipation and then kept pace with the advances in the field in order to promote Arabic and improve its educational curricula. To this end, a large number of researchers from various disciplines have been recruited. They are open to linguistic and pedagogical research, as well as to research into the origins of this language, in order to find solutions to the deficiencies and shortcomings that affect its curricula. The aim is to raise Arabic to the level of other living languages. One of the most important researchers to have addressed this issue and dedicated himself to the teaching of Arabic is the Moroccan researcher Mohammed Al-Oragi. His book "Relative Linguistics and Teaching the Arabic Language" has had a significant impact on the field and has become an important reference for many students and researchers.

The popularity of this book has led us to adopt the idea of addressing the issue of Arabic language teaching according to Al-Oragi in this research. Our study aims to discuss the important pedagogical issues raised by the researcher in his book and to explore their significance in the teaching of the Arabic language, which has had such a significant impact.

2- Educational science and language education:

Educational science is defined as "the scientific study of teaching methods and techniques, as well as the ways of organising learning situations that students go through in order to achieve desired goals, whether at the intellectual, emotional or sensorimotor level"[1]. Educational science has emerged in some research centres in the West as a new discipline that aims to critique the teaching of educational materials, moving away from its artistic nature, based on the talents, efforts and individual experiences of teachers, to give it a scientific and analytical character. It focuses on the preparation, experimentation, evaluation and correction of strategies to achieve the general and specific objectives of educational systems[2]. One of the main concerns of educational science is the development, preparation and evaluation of curricula. It also focuses on the training of qualified teachers to identify difficulties and provide effective solutions. This has led to several studies and researches in this field, resulting in different sub-disciplines, one of the most important of which is the field of language teaching, known as "didactique des langues".

Language education is linked to the established discourses around language teaching and learning, whether it is a mother tongue or a second language. Initially, the focus was on teaching methods, but later it expanded into various fields and evolved into the field of

language education. When we talk about language education in general, or language didactics in particular, we are essentially talking about a technique among other techniques, or an applied science in its own right, with its own knowledge base, concepts, terminology and practical procedures. It develops according to specific principles and approaches[3]. Both fields, language teaching and language didactics, therefore require a precise understanding of pedagogical issues. Language didactics, as a procedural means of developing learners' abilities to acquire and use language skills in a functional way (known as communicative competence, which enables them to express themselves in any given situation), requires continuous use of relevant scientific experience and knowledge from linguistics and modern educational sciences such as educational psychology, sociolinguistics and socio-pedagogy. This has been applied in the development of language curricula for different languages.

3- The status of Arabic language education in the Arab world:

The interest in Arabic language education is not a new demand for us, nor is it a goal sought by some. It had its early signs and beginnings with the ancient Arab linguists who established rules and regulations for its learning. Its beginnings were in the field of grammar and the regulation of rhetorical elements and conditions of eloquence. The books of the early scholars were filled with such topics until the end of the Abbasid era.

In modern times, however, we have witnessed a new challenge, especially after a period of weakness of the Arabic language and the colonial movements that extended their influence to most Arab countries. These movements led to attempts to erase and eliminate the Arabic language in order to consolidate control and extend their influence. This situation continued after independence. Throughout this period, the Arabic language faced several challenges that would have almost destroyed it had it not been for divine protection. These challenges included linguistic diglossia, bilingualism and other phenomena where dialects predominated and languages other than Arabic were spoken. As a result, Arabic is no longer the mother tongue of this era. Its use was limited to intellectuals, classrooms, universities, administration, official documents and the media.

In this linguistically diverse reality, where dialects vary, children grow up with a linguistic repertoire consisting of a mixture of different languages, due to the linguistic diversity of the Arab reality[4]. Then they go to school where they encounter a new language, Modern Standard Arabic.In this linguistic reality, characterised by linguistic diversity and the position that Modern Standard Arabic occupies in the language hierarchy[4], we find that in some regions it is classified as a foreign language compared to the language that the child first encounters in his or her environment.This language is very different from the Modern Standard Arabic they will later learn at school.In some regions, it is classified at a higher and more advanced level compared to the basic level they acquire in their environment. This

higher level is very different from the level they use in their daily lives and serves as a second language[5].

The Arabic language is constantly misrepresented due to the belief that it is impractical to learn and that it cannot keep up with the modern age, especially when compared to languages such as English, which have dominated the international scene due to their association with technological and media thinking. The alarming problem, however, is that Arabs have adopted and served other languages, which constantly relegates Arabic to the sidelines and exposes it to significant problems related more to mentalities than to actual reality[6].

The linguistic reality in some Arab countries, such as Algeria, Tunisia and Morocco, is even more complex. Many children in these countries consider learning Arabic as a second language because they are completely unfamiliar with it, including its basic vocabulary. Children from the Kabylie, Shawiya and Tuareg regions, for example, face this situation. As a result, some teachers who work in these regions have great difficulties because they themselves are not familiar with Arabic or the original dialects[7]. This suffering continues unless there is a well-planned curriculum for teaching.

There have been pioneering initiatives in some institutes and private schools where Arabic language teaching has been inspired by some of the methods used to teach English or French.

The linguistic diversity in Arab countries has encouraged those interested in Arabic to innovate and develop learning methods. In reality, however, any new approach to teaching this language is often an imitation of what has been introduced in the teaching of other languages, based on certain proposals derived from Western research trends.In the context of teaching Arabic as a foreign language, some pedagogical concepts have been applied that are not based on research or scientific experiments conducted specifically in the field of Arabic language.Thus, the teaching of Arabic language remains limited to imported experiments and lacks original research or scientific foundations[8].

If we are to overcome this problem, we need a well-thought-out and organised initiative. This can only be achieved through a comprehensive assessment of the current state of Arabic language education, as seen by Abdulrahman Al-Haj Saleh. It is necessary to identify the weaknesses in the various stages of education and propose practical and scientific solutions. This can be achieved by drawing on linguistic, educational, psychological and linguistic research, which can help address the shortcomings of Arabic language education in all Arab countries.

To achieve this, it is important to use the scientific knowledge accumulated by scholars in these fields and to conduct accurate field and laboratory research. This will reveal the true

situation of the Arabic language at all levels and in all Arab countries, free from subjective judgements. Through various forms of deductive and statistical analysis, we can understand the relationships between the phenomena discovered and their underlying causes, enabling us to find appropriate scientific solutions[9].

Arabic language teaching should focus on the processes of learning and cognitive acquisition related to cognitive activities such as reading, writing, production and oral expression.

Teaching methods should include various activities, including reading, writing and oral production.This is particularly relevant for continuous professional development and initial teacher education. It is important to acquire sustainable competences related to the subject matter and to establish a strong relationship between the acquired knowledge and its communicative context.

Today, Arabic language curricula are invited to benefit from the insights of linguistics in language teaching.Therefore, an educational revitalisation plan and new curricula can be the decisive turning point in utilising the achievements of Arabic language education. This can be reflected in the content of the curricula and in the preparation and training of teachers to implement the new curricula.Educational institutions have become the focal point for developing teacher preparation curricula[10].

4- Problems of teaching Arabic in the book "Relative Linguistics" by Al-Uraigi:

Mohammed Al-Uraigi is considered to be one of the most important linguists to discuss and address the problematic issues of Arabic language teaching in his book "Relative Linguistics and the Teaching of the Arabic Language". He delved into a number of pedagogical issues that are central to the teaching of Arabic, with the aim of uncovering and publicly addressing them in order to observe and find solutions to elevate the Arabic language to the position it deserves among languages. These issues can be summarised as follows:[11]

- It divides the educational system into three essential components that cannot be ignored. These components determine the other issues that branch out from them. These components are:

1. A multi-subject curriculum and educational structures.

2. Teachers with different cognitive competences and professional skills.

3. Students with different language abilities, ages and specific language needs and purposes. According to Al-Uraigi, language learning should be tailored to each student's needs, age and purpose. What is taught to a young child is not the same as what is taught to an adult, and what is taught to someone who wants to learn the language for tourism or business purposes is different from someone who wants to learn it for educational purposes, and so on.

These three components have a significant influence on the design of the education system as a whole, particularly in relation to language education. The research focuses on the characteristics that should be present in these components in order to ensure coherence and to fulfil their educational function as required. The research examines the structure of these components, as the identity of each component is determined by the relationships it has with the other elements.

- The language curriculum and its requirements: The curriculum is defined as "the sum of educational experiences that prepare students inside and outside school, with the aim of helping them to develop their personal aspects in a comprehensive and balanced way, in accordance with the educational objectives"[12]. According to this definition, the curriculum is considered one of the fundamental pillars of the educational process. It is an essential means to achieve the objectives of the teacher and to meet the needs of society, based on the adopted philosophy. As society today is undergoing changes in all areas, it is necessary for the curriculum to keep pace with these changes.

The paramount importance of the curriculum in all educational disciplines has led linguists to give it a high profile.

Al-Uraigi devotes a section to the requirements of the language curriculum, including cognitive skills and professional experience.He begins by discussing the programmer of this curriculum, which is not expected to be a single entity, but an integrated unit of work. The diversity of expertise among the participants is a necessary condition for the creation of a unified language curriculum.Al-Uraigi emphasises the need for several elements in the curriculum, which can be divided into two main components, each with two sub-components.The first component includes cognitive skills and consists of linguistic material and a cultural anthology.The second component is related to professional experience and consists of teaching methods and tools.All these elements are necessary for the construction of the language curriculum[13].

The content of the linguistic material: is represented by the topic the teacher presents to the students. The teacher must prepare, organise and determine the steps of implementation in a good way in order to achieve the set objectives. The programmer of the language curriculum should have a good knowledge of phonetics, morphology, syntax and lexicography. Furthermore, it is not enough for the programmer to be proficient in only the four levels of language, but it is necessary to have a comprehensive understanding of linguistic theories in general. Any deficiency in the three components: linguistic knowledge, grammatical knowledge and knowledge of the priorities of linguistic theory, means that mastery of the Arabic language is essential as a necessary tool to prevent linguistic errors common in the language of the press from infiltrating this curriculum. The importance of grammatical knowledge, whether classical or modern, is no less important than linguistic

knowledge itself. In this context, the researcher provides us with a new description of Arabic, including an external description resulting from the application of linguistic theories based on languages other than Arabic, such as the language of the press and local dialects that claim to represent Arabic, as well as an authentic description proposed for Modern Standard Arabic through the model of generative grammar, and so on[14].

The Arab Cultural Diwan: In this context, Al-Uraigi addresses language as a symbolic system and also as a cultural diwan (collection). He believes that the symbolic system is taught for the sake of the cultural diwan. In his view, no one learns linguistic rules for their own sake, but rather to absorb the knowledge and experience they carry. The culture of language is rich in its lexicon, which necessitates the inclusion of lexical vocabulary in the language curriculum, subject to the culture in which it is used. Therefore, the Arabic lexicon converges in three cultural areas: as a carrier of Qur'anic civilisation, which cannot be neglected when constructing a linguistic curriculum aimed at those who wish to learn Arabic because of its connection with religion; as a representation of regional identity, incorporating both universal and local vocabulary according to the preferences or intended directions of the learner; and as a means of daily communication used in various commercial and political sectors, among others, with a predominance of cultural and national neutrality in its vocabulary. However, there is nothing wrong with combining these aspects in a curriculum, as long as a balance is maintained and the different needs of the learners and the desired objectives are taken into account[15].

Teaching method: Teaching method refers to the interrelated and sequential steps adopted by the teacher to achieve specific educational objectives or a particular goal in the teaching process[16]. The method is associated with the teacher's actions that help the learner to achieve the objectives. These actions may include discussion, questioning, project planning, problem setting to encourage students to explore, discover, make assumptions, or other procedures. The method serves as a link between the learner and the curriculum.

According to Al-Uraigi, the method of content delivery is closely linked to the curriculum. Therefore, it is beneficial to provide training on curriculum delivery and methods. It is not appropriate to discuss teaching methods in isolation from a specific curriculum. The curriculum programmer should anticipate during curriculum development how teachers can effectively implement all aspects of the curriculum based on their professional skills. This should be done by adhering to the acquisition hypothesis of linguistic theory and its necessary implications, including four components:[17]

-The division of the mental faculties in the human brain into receptive faculties, which receive and store information from the environment, and active faculties, which are involved in conceptualisation and deduction.

-The division of language skills into components that are acquired by the receptive mental faculties through exposure to the linguistic environment. These components include language sounds, letters, lexical entries (taken from other sources and applied to their branches), morphological patterns, inflections as markers of agreement and declension, rules for composing sounds to form lexical expressions, rules for inferring certain patterns, and more. These skills are acquired by weaving on the model and involve acquiring lexical entries in branches, dealing with the passive voice by imitation, constructing countless new correct sentences by substituting equivalents.

-The division of the linguistic material in the curriculum into the linguistic data that the teacher presents to the students in the classroom and the linguistic information and demands that the learner himself acquires from the memorised material received by rote learning.

-The division of the teaching method into two successive stages: the teaching stage, in which the teacher imparts linguistic components from the curriculum in a lesson and stimulates the receptive faculties in the learner's mind to perform their function. The second stage is the learning stage, in which both the curriculum and the teacher together build requirements for the use of the acquired material and form it into an inferential method that enables the active faculties in the learner's mind to deduce new linguistic knowledge.

Instructional Support Techniques: This refers to all the resources that accompany the curriculum and help to improve and enhance teaching, whether in the form of guidelines that help the teacher to deliver his material effectively, or in the form of tools that the teacher uses to present the content or help the student to understand it. When it comes to teaching Arabic as a foreign language, an additional important element is what are known as educational tools specifically designed for language teaching. It is believed that it is unlikely to achieve high rates of success in teaching Arabic as a foreign language without the support of an audio device to allow students to listen to the lesson text and a visual device to assist in understanding the content of the text. This is especially true given the current availability of computers and their tremendous capabilities in the field of education. Therefore, it is believed that there is no advantage in expecting positive results from a non-computerised curriculum. A printed lesson on paper is less valuable than a computerised one. Among the tools discussed is the textbook, which is highly valued because it contains the language curriculum and is familiar with its content. But it is not enough, no matter how accurate and elegant its content and presentation. It remains silent, while the language is acquired through listening and not only through reading. The model reading may vary from teacher to teacher and may even include accents, especially for non-Arabic speaking teachers from non-Arab Muslim countries. In addition, a teacher may find it difficult to perform dialogue roles alone, despite his or her best efforts, even when supported by visuals, as illustrated books are not effective.

It is therefore necessary to supplement them with audio recordings representing the voices…The use of several technological media is therefore necessary, provided that the quality of the selection is maintained and excessive use is avoided, which would hinder the intended function[18].

Teachers and their qualifications: The teacher is considered as the fundamental element in the educational process[19]. With their competencies, qualifications, willingness, skills and belief in education, they can help the learner to successfully achieve educational goals. The presence of a teacher is particularly crucial in the early stages of education, as pre-school and primary school pupils need a teacher more than preparatory and secondary school pupils. The teacher acts as an educational engineer, programmer and facilitator based on the learner's response to the demands of the educational process. Recognising the great value and essential role of teachers in the educational process, scholars have devoted discussions and writings to highlighting their qualifications, the necessary conditions they should meet, and how they should be prepared.

Teachers of Arabic have also been recognised and specifically mentioned in relevant studies, especially those focusing on the teaching of Arabic as a foreign language. These studies emphasise the necessary qualifications and competences that Arabic language teachers should possess. These qualifications are linked to natural or innate aptitudes, as not everyone is naturally suited to the teaching profession. They are also linked to habitual and personal characteristics, as not everyone who is prepared to teach has the personal qualities that enable them to communicate effectively with students. Teaching is a responsibility that requires, above all, honesty. As far as competences are concerned, they can be divided into two categories: cognitive, which includes linguistic and cultural aspects, and professional, which includes practical experience and sufficient training in the language curriculum[20].

The learner (student): The learner is considered to be the central focus of the educational process and its most important element, according to the new approach to educational curricula, which involves them in the responsibility of leading and implementing the educational process. Based on this approach, the appropriate cognitive material, supportive educational activities, objectives, teaching methods and necessary educational resources are selected, taking into account the cognitive and psychological abilities of the learner. This is a departure from traditional education where the learner had a passive role in the educational process, merely receiving knowledge taught by the teacher to be memorised and recalled during examinations.

With regard to the learner, scholars emphasise that even if the language curriculum is well structured and the teacher is successful in teaching a language to non-native speakers, the desired learning outcomes may not be achieved if the learner is not actively involved in the learning process. The learner's interaction and involvement may be weak, resulting in less

effective learning. Therefore, certain conditions need to be met, including readiness and ability to learn, mental maturity, enthusiasm for the Arabic language and culture, adaptation of the curriculum content to the level of the students, and clearly defined objectives to facilitate the achievement of the desired goals[21].

Conclusion:

Based on our research, we conclude that we have delved into the educational ideas of Mohammed Al-Oraigi, who discussed several sensitive and important issues in education in general, as well as the teaching of Arabic to native and non-native speakers. He focused on three fundamental issues from which other issues branch out. The first is the curriculum, which he sees as a multidisciplinary and pedagogical structure. The second is the teacher, who has different cognitive and professional skills. He linked qualifications to natural or innate dispositions and personal characteristics. Competences are divided into cognitive aspects, including linguistic and cultural dimensions, and professional aspects, which include field experience and sufficient training in the language curriculum. The third issue relates to students who are multilingual and diverse in their language needs and specific purposes. According to Al-Oraigi, language learning should be tailored to each student's needs, age and desired goals. What is taught to a young child is different from what is taught to an adult, and what is taught to someone interested in learning the language for tourism or business purposes is different from someone learning it for educational purposes, and so on.

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