The Textual Approach In Teaching Arabic Language For Fourth Grade Elementary Level - The Arabic Language Book As A Model-

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Abstract:

The textual approach, within the competency-based approach, has occupied an important position in the reform of curricula in the educational system, due to its achievements in imparting knowledge to learners in the linguistic field. Therefore, through this new approach, the text becomes the core of the educational process for the students and it is through this approach that the linguistic rules are taught. Thus, this research seeks to highlight the importance of the textual approach in education. How is the textual approach implemented in Algerian schools? To what extent has the textual approach been used in the teaching of Arabic at the fourth grade primary level?

Keywords: Textual approach, primary education, Arabic language teaching, competence-based approach.

Introduction:

Text linguistics plays an important role in our current era, especially in the field of primary education. Sentence linguistics has been replaced by text linguistics in the teaching of grammatical rules, as it provides a framework for learning Arabic grammar through textual analysis, also known as the textual approach.

Textual studies occupy a crucial position as they serve both linguistic research and cognitive acquisition. Therefore, the textual approach has gained great importance in educational curriculum reforms due to its close connection with knowledge acquisition. Within this approach, students can acquire knowledge and activate it to develop their competences.

Given the importance of the textual approach in the educational system, we aim to study and analyse this topic, which falls within the domain of applied linguistics - specifically, language education.
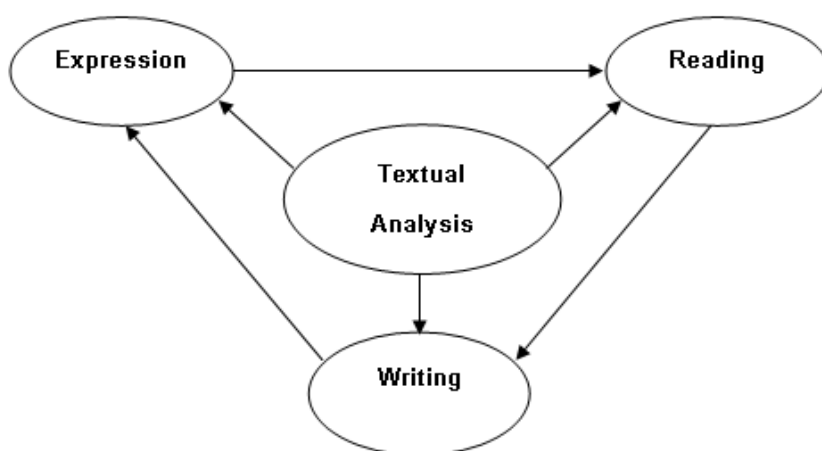
1. The concept of the textual approach:

In academic terms, the textual approach can be defined as a pedagogical choice that embodies the view of language as a comprehensive system that should be understood holistically. In this approach, the text is seen as the central axis around which all branches of language revolve. It represents the overarching structure that encompasses all linguistic, phonetic and semantic levels (including lexical and conceptual meanings, as the text is seen as conveying a purposeful message), as well as grammatical, morphological and stylistic aspects. Consequently, the spoken or written text becomes the focus of the educational process.

In the textual approach, the four language areas are referred to as competences. Therefore, the textual approach is considered a modern method of teaching Arabic[1]. It is a teaching technique and a tool or means to achieve the objectives of the approach through competences. The text serves as the starting point or the core of the learning process within the textual approach. It is the basis for building knowledge in all language activities, as the grammatical rules that students learn are derived from the instructional text.

The text: The text is the central axis around which all activities revolve. Interaction with the text takes place at the structural level, where the linguistic phenomenon is extracted from the text, observed, named and practised.

In many topics within the curriculum there are explicit references to the extraction of linguistic phenomena from the text or to the textual approach.

The textual approach pedagogically means making the text the central axis around which all Arabic language activities revolve. The real connection between the activities of reading, expressing, writing and communicating becomes evident. This central relationship can be illustrated as follows:

We can say that the application of the textual approach fulfils two functions:

- The function of reception and understanding: By studying the text, we deduce its intended purpose and, at a more abstract level, understand the mechanisms that govern the coherence of textual structures.

-The function of production: Once we understand how texts work and the logic that governs their construction, we can use this understanding to produce texts that have similar coherence and cohesion.

2. The importance of the textual approach lies in its pedagogical role, as it contributes significantly to:[2]

- Developing learners' comprehension and expression skills.

- It allows students to actively participate in the construction of their own knowledge through the processes of observing, exploring and understanding texts. It involves a comprehensive study of texts at all levels.

- To train learners to carry out a thorough analysis of texts, including their lexical, syntactic and semantic aspects.

- To strengthen their oral and written expression skills, enabling them to articulate their needs in a competent manner.

- To encourage learners to observe linguistic phenomena through their interaction with texts.

3. Teaching Arabic in the new curricula of the educational reform:

The old curricula for teaching Arabic language relied mainly on rules. However, this approach proved to be inadequate because the mastery of the language should come first, including an understanding of its components and the rules that govern its construction. Therefore, the new curricula were developed based on the pedagogy of the competence-based approach, which in turn focuses on achieving language mastery through the textual approach. This approach emphasises knowledge and use of the language, emphasising the concept that the structure of the language depends on the context and relationships within the text.

4. Elements of the textual approach:

We can say that the textual approach is based on three elements, which are as follows:[3]

- Text comprehension: In this stage, students are asked questions to guide their understanding of the text. The questions are answered after understanding the ideas presented in the text. This stage is linked to reading activities and text analysis.

- Artistic construction: At this stage, students develop their skills of effective expression and linguistic creativity. It also develops their aesthetic appreciation of the text.

- Linguistic construction: In this aspect, students are introduced to learning the prescribed rules of language. They are encouraged to consider the linguistic applications of grammatical structures. This stage is based on questions supported by explanations and examples of the linguistic rule.

5. Steps of the textual approach: We can outline these steps as follows:[4]

- Introduction: This step involves familiarising oneself with the text, observing it carefully and then reading it individually. It is the first step that can engage students in exploring the content and aims of the lesson through the text.

- Reading by the teacher: The teacher reads the text aloud to the students, emphasising the intonation and musicality of the words that carry grammatical rules. This encourages students to think about the reasons for the variations in rhythm in these words and the effectiveness of the diacritical marks at the end of the words. This encourages learners to actively search for the differences in the pronunciation of these words

- Students' reading: After the teacher's reading, it is the students' turn to read the text, paying attention to the correct pronunciation.

- Discussing the meaning of the text: By asking questions, the teacher discusses the theme of the text with the students, making sure that the grammar rule is applied. Having completed the reading of the text and focused on correct pronunciation, the teacher engages the students in a discussion of the meaning of the text. This process encourages students to extract the grammatical rules of the lesson.

- Understanding the grammar rule: In this step, the teacher balances between analysing the sentence structure or individual words to help students discover the governing rule of language usage. This is achieved through interactive discussions between the teacher and the students, exploring the reasons for certain linguistic phenomena. The aim is to facilitate the students' understanding of the rules related to the lesson and help them to internalise the grammar rule.

- Formative assessment: After understanding the rule, the teacher asks the students to create examples similar to those presented in the lesson. This allows the teacher to assess the extent to which the students have understood and comprehended the lesson.It serves as a formative assessment of students' understanding and comprehension.

- Application and practice: At the end of the lesson, typical applications of the grammatical phenomena are provided, aimed at developing the ability to use the rule accurately in

expression.Students engage in exercises and applications that use the knowledge acquired and the grammar rule established throughout the lesson.

6- Levels of textual approach:

- Semantic level:

This level is manifested by the learner's interaction with the text. It enriches their vocabulary with new terms and meanings and enhances their intellectual capacity by familiarising them with the various components of the text, such as its context, style and features.

- Linguistic level:

Through the textual approach, learners extract grammatical and syntactical phenomena according to the objectives outlined in the curriculum, with the aim of using them in writing and speaking.

- Structural level:

After understanding and acquiring new words and grammatical rules from the text, the construction stage comes into play. This stage is based on the learner's ability to use the acquired knowledge to produce a new text[5]. The learner, with the previously acquired skills, can weave a text according to the pattern of the studied text, respecting its appropriate features and style.

7. Applications of the textual approach in the textbook for the fourth grade of primary school:

- Analysis of the Arabic textbook for the fourth grade of primary school:

*Description of the book:

The book is intended for the fourth grade of elementary school. It was written by a group of teachers and inspectors including: The Writing Committee: Al-Sayyid Bourni Sarab - Elementary Education Inspector, Qittani Mohubb Rabia, Ben Ashour Afaf - Elementary Education Teacher, and Boukhebza Amel - Elementary Education Inspector. The project was supervised and coordinated by Ben Al-Sayyid Bourni Sarab. Hassan Shakroun was responsible for the design and layout of the book, Qasi and Ali Yousef for the image processing, and Belaïd Khaled for the illustrations. The book was published by the National Printing House of the Ministry of Education for the academic year 2021-2022.

*Language and presentation of the book:

The language and presentation style of the book are simple and easy to understand, suitable for the level of the students. The topics of the book are organised and pedagogically appropriate. Most of the topics are clear and unambiguous, as the book contains simplified and clear images that facilitate comprehension and understanding.

- Teaching Arabic in the light of the textual approach:

*Steps for teaching the reading activity:

- The teacher asks the students to take out their reading book and open it to the text they are going to study.

- The text is read silently twice or more and then the students identify the vocabulary and phrases in the text and underline unfamiliar words.

- When the students have finished reading silently, the teacher reads the text aloud with intonation and expression.

- Pupils take turns reading the text aloud, with each pupil reading a part of the text.

- After some students have read the text, the teacher begins to explain difficult and challenging words to the students.

- The teacher initiates a discussion on the text by asking questions related to the text.

- When all the questions on the text have been answered, the teacher asks the students to identify the main idea and the key words of the text.

2- Steps for teaching the grammar activity:

This activity takes place immediately after the central text, after the readings and the study of vocabulary and structures.The linguistic phenomena are activated in the following way:

-Starting point: This stage is prepared by asking questions related to the topic.

- Knowledge building: This is done by presenting the text from which examples will be taken. The teacher asks questions that can be answered with examples from the text.If the examples are not sufficient to deduce the rule, the teacher can give additional examples to explain the lesson.

-Observation and exploration: This stage involves discussion of the examples between the teacher and the students, followed by analysis:

- Deduction: In this stage, rules are deduced and each partial rule should be followed by an immediate and rapid application to reinforce it in the students' minds. The deduced rule is written on the blackboard.

- Use of acquired knowledge: This stage involves the application of the information previously presented by the teacher to reinforce the learning.

3- Presentation and discussion of the model:

- Reading activity:

The text is called "The Glass Cleaner" and the lesson is on "Past Tense" in the first axis: Human Values. Starting from the text, the student will be able to understand and comprehend the ideas of the text, which will remain in his mind. The first reading session is followed by the second session, which focuses on grammatical rules. In this session, the student will become familiar with the past tense by extracting a number of examples from the text, including different past tense verbs.

Topic: The glass cleaner

Educational aim: To understand the general meaning of the text and the meaning of the vocabulary.

It's important to note that the translation provided is a direct academic translation and may not capture the full contextual meaning:

The stages	Educational situations:	Evaluation:
Launch Stage	-Reading with understanding and comprehension.	-Concentrate on mentioning the main events of the text and its general meaning. - Answering questions
Instruction Building Stage	-The learner identifies the paragraphs in the text by asking specific questions: -What is Amin's job? -Why does Amin do this job?	- Understanding the meaning of vocabulary through context. - Reading, answering, deepening the understanding of the text, observing and differentiating the phenomenon.

Utilization of Acquired Skills Stage	-Enrich my language.	- The learner extracts the general meaning of the text.
	-Identify the main idea and key ideas of the text.	
	-Main idea: Amin's life and profession.	
	-Key ideas:	
	-Amin's job as a glass cleaner.	
	-Amin's qualities as reflected in his job.	
	-Reasons for Amin's profession.	

We can see from the table that the teacher prepares the lesson in advance and sets the pedagogical objectives for each lesson. The aim of teaching the reading activity "The Glass Cleaner" is to extract the main idea, the supporting details and the general meaning of the text. The teacher follows steps that enable him/her to activate the reading activity through the above steps.

From the reading activity we can see that reading plays an important role in building knowledge for the learners. It familiarises them with a range of knowledge that will be useful in subsequent stages.

- Activity: Grammar rules

Topic: Past tense

Operational aim The student uses prior knowledge.

The stages	Educational situations	Evaluation
Launch Stage	-Write the text of the paragraph on the blackboard. -The teacher reads the text.	- Linking the text of the paragraph to the previous reading to understand the meaning of the paragraph.
Instruction Building Stage	- The teacher asks the students to read the paragraph with the grammar rule. - The teacher discusses with the students to deduce the target sentences and: writes them on the blackboard: 1. Tried to beg. 2. Joined the group of exploiters. 5. Notice the words highlighted in red, what kind of verbs are they? 6. Notice and then deduce the meaning of these verbs. 7. Analyse these verbs. 8. After extracting examples from the paragraph, understanding and comprehending them and deducing the grammar rules by the students, the teacher writes the grammar rule on the board and the students write the rule in their notebooks.	* Reading aloud together and individually. *Answer the questions. - By observing the coloured words, the student realises that these coloured words are verbs, specifically past verbs, conjugated with fathah.

	Grammar rule: - The past tense verb is any verb that occurred in the past. Example of parsing: The boy went out. Went out: past verb, indicative of the past tense, conjugated with fathah.	
Utilization of Acquired Skills Stage	To ensure that the students understand the grammar lesson: - The teacher presents some applications such as - Providing additional examples outside the text containing past verbs for extraction. - Then presenting a parsing model, such as Parse the verb in this sentence: - The student came. - Then give homework for the students to analyse at home.	- Came: past verb. - Parsing: Came: past verb conjugated with fathah.

Educational aim To become familiar with the past tense, its concept and form.

- The paragraph from the reading text that contains the content of the lesson is as follows:

"He tried to beg, but was unsuccessful. In spite of his poverty, he felt dignified. He joined the group of those who use stationary car windows".

From this table we can deduce that the teacher guides his students on how to carry out and plan the lesson on the past tense by introducing the past tense verb and then explaining its syntactic function. This is done in accordance with the competence-based approach using the textual approach. The teacher starts the session by reviewing the previously studied text through precise and focused questions. The students are then placed in a problem-solving situation to introduce the new topic. From there, the teacher leads a discussion on the examples written on the blackboard in order to extract the grammar rule as indicated in the table. The teacher also assesses the students by giving them applications related to the topic studied in order to assess their understanding of the grammar rule.

In conclusion, the grammar activity is one of the most important language activities as it contributes to the correct pronunciation and the acquisition of a sound Arabic language, free from grammatical errors.

Summary:

In the fourth grade of primary school, students begin a specific unit of instruction by practicing silent and oral reading skills. They then comprehend, discuss and analyse the text with the teacher. Next, they familiarise themselves with unfamiliar vocabulary while the teacher explains it, enabling the student to understand the text and its vocabulary. Then the student moves on to the stage of extracting the main idea, the key points and the overall meaning of the text. Therefore, the unit consists of a reading activity and a grammatical activity.

Conclusion:

 Through our study, we aimed to extract the new textual approach adopted by the educational system, using the competency-based approach. We have learned how the Arabic language is taught according to the textual approach, using a set of procedures and steps in both reading and grammar classes. We have obtained a number of results that reveal the nature of this new approach and its achievement of educational objectives, including the following

- The textual approach is an effective method adopted by the educational system to achieve the objectives of the competence-based approach, with the text as a central focus in its implementation.

- The textual approach sees the text as the basis for achieving competence.

- The learner's contribution to the construction of knowledge through the processes of listening and reading.

- The competence-based approach aims to equip the learner with knowledge, skills and abilities to solve problems, encourages active participation in the assessment process and promotes creativity.

Footnotes:

1- Ministry of National Education, "Guide to the Use of the Arabic Language Book, Fourth Year of Elementary Education", National Office of Official Publications, Algeria, 2018, p. 10.

2- Amna Touhara, "The Importance of the Textual Approach in Secondary Education: A Case Study of the Third Year of Literature and Foreign Languages," Master's thesis, Guelma, 2015, p. 48.

3- Laila Serafi, "The Textual Approach in the Arabic Language Book for the Third Year of Middle School", Journal of Linguistic Practices, University of Tizi Ouzou, 2010, issue 2, p. 48.

4- Ibtesam Mahiat and Sabrina Mouzaoui, "The Textual Approach and Its Role in Activating Educational Achievements in the Middle School Stage in Béjaïa: A Case Study," Master's thesis, University of Béjaïa, 2018, p. 54.

5- Ma'amir Al-Azhar, "Competency-Based Approach: Analytical and Critical Study of the Arabic Language Curriculum for the First Year of Primary School," Master's thesis, University of Ouargla, 2015, p. 83. (Approximately)

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1. Ibtesam Mahiat and Sabrina Mouzaoui, "The Textual Approach and Its Role in Activating Educational Achievements in the Middle School Stage in Béjaïa: A Case Study", Master's thesis, University of Bejaïa, 2018.

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