
COMMUNICATIVE APPROACH: TEACHING AND LEARNING ARABIC FOR NON-NATIVE SPEAKERS.

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ABSTRACT

This research through an inductive descriptive approach, aims to encourage teachers of Arabic as second language to apply the communicative approach in their teaching. The two main research questions to be answered by this research are: 1) what is communicative approach? 2) How feasible it is to be applied in the teaching of Arabic as second language? The research first describes the principles of the approach. It then discusses its suitability in the teaching of Arabic as it provides multiple benefits. The main benefit is it allows communication in the target language through its fun and exciting activities. It also enables 'harmony' to be created between students and teachers as well as taking into account the psychological and social aspects of the students especially in terms of error correction.

Keywords: entrance, communication, language, rights, education, learning.

INTRODUCTION

This research seeks through the descriptive approach to provide a clear picture of the communicative approach and its role in teaching Arabic to non-Arabic speakers, so that the teachers of Arabic may find useful and useful. The researchers noted the multiplicity of methods of teaching languages and their entrances, and perhaps one of the most recent appeared in the field of language education communication portal, an entrance that emerged from the nature of the language itself, ie as a means of communication or communication between humans, and this feature is that characterized this entry from other approaches that have been applied In the teaching and learning of languages, as well as it includes a set of communicative doctrines, in which the student immediately feels the benefit of learning; because he can communicate with others.

Based on the above, we are determined to present this introduction to Arabic teachers, benefiting from the literature of English as a second or foreign language. The reader will find information on language functions, a definition of the communicative process, its four pillars, an explanation of language and communicative competence, and the adequacy of discourse and strategic adequacy. It will also find the educational activities associated with the communication portal, the basic

principles that underlie this approach, as well as the role of teacher and students, with reference to the advantages and disadvantages of this portal, and the conclusion of some differences between the traditional approaches and the communication portal.

PREVIOUS STUDIES

The communicative approach dealt with many researchers, and we will refer to the most important of these studies:

1. Mahmoud Ismail, Chinese and others, translated the book Jack Richards, Theodore Rogers (schools of thought and methods in the teaching of languages) and its entrance. The communication portal was especially specific, and showed how important it is in the development of teaching and learning of languages. This book is useful for current research and will enrich it in many ways.
2. Ibrahim bin Hamad, and another has translated the book (principles of learning and teaching the language) to the author e. Douglas Brown, a valuable book in his book, dealt with important issues related to language teaching and learning, which is a reference to the communicative entry, which is useful for the current research when dealing with language and communicative competence.
3. Awad, Ahmed Abdo, presented a study entitled: Entrances of Arabic language teaching a critical survey, in which he addressed the entrances to the teaching of the Arabic language, and focused on four entries, including the communication portal. On the theoretical and analytical side, and recommended that the field studies related to the communication approach be recommended.
4. my colleague, Abdul Aziz Ibrahim, the methods of teaching Arabic to speakers in other languages, it is clear from the title of the book that he is interested in the methods of teaching, and despite that, he turned to the traditional approaches or doctrines as he called, has been devoted to the communicative portal a large part of his book, The characteristics of the doctrine and its objectives, and he pointed out that it is a comprehensive doctrine, because it contains a set of communicative doctrines, which distinguishes it from the rest of the schools or the entrance. It was not absent from the mind to talk about the role of the teacher and the student in the classroom when applying this portal. It is undoubtedly a research that will be specific to the current research.
5. Taima, Rushdie, has a well-written article in the teaching of the language of communication, in which he benefited from the foreign studies that were exposed to the contact portal, and his experience with the vast teaching of Arabic to other speakers. In which he addressed the concept of communication, its components and its components, and communication efficiency ... and what Rushdie wrote cannot be surpassed by any researcher who would like to write about the communicative approach. Therefore, this article is one of the pillars on which the current research is based.
6. Foreign studies that have not been translated are innumerable, and are represented by numerous books with titles such as Teaching and Learning English as a foreign language. The aim of these studies was to highlight the features of the language education approaches and the development of the new technology.

There is a lot of short research on the Internet, as well as short articles in some books, but to limit this research and limited space is enough references previous.

COMMENT ON PREVIOUS STUDIES

Previous studies have shown that the entrance of communicative learning is one of the comprehensive approaches. It contains a group of communicative doctrines, which is an input from

the same language function, communication among people, which some researchers have chosen as the best entrance to language teaching. Hence, we see the need to apply this approach in teaching Arabic and teaching it to non-Arabic speakers. The following is the theoretical aspect of the learning approach.

COMMUNICATION LEARNING

It is recognized that a person learns any language from languages, so that he can communicate with the speakers of that language orally or in writing. Language is only a tool or means of communication. The purposes of human beings are numerous and varied, and Haliday was able to determine the functions of language in seven

Jobs, namely:

1. Function performance, so to get things.
2. Organizational function; to control the behavior of others.
3. Interactive function; to interact with others.
4. Personal function; to express feelings, personal meanings, and self.
5. The exploratory function, which is expressed by heuristic; to use language for learning, exploration.
6. Visualization function; to use the language to create an imaginary world.
7. Representative function; use of language to communicate information.

It is worth noting that these functions summarize the many positions that push man to communicate with his fellow man. There is no doubt that each of the previous posts has a specific field, and the latter requires a linguistic repertoire to suit his needs.

Communication is a process that occurs when a person interacts with another or others, sending, or in the future, information, thoughts, or feelings, and this interaction may be in a code, a sign, or through body language, which means a broad sense of communication. What interests us here is spoken and written language. We would like to point out that communication can only take place with four pillars,

Which:

1. Message: means the content that the sender wishes to send to others.
2. Sender: It is the sender of the message.
3. Tool: means the channel through which the message is transmitted.
4. Future: means the recipient of the message an individual or group.

Rushdie has distinguished between the terms of language proficiency and communication efficiency. The language proficiency is: ((means that the individual knows the system that governs the language, apply it without conscious attention or thought, and has the ability to capture the linguistic, mental, emotional, and cultural meanings that accompany different language forms). It is noted from the definition that whoever possesses sufficient language is the one who controls the systems of language from the sounds, distractions, and towards, and signification. The language is used without any thought in its rules, any sense, and it is aware of the accompanying sentences and vocabulary of emotional or cultural links. Communication efficiency is limited by saying: "It is the ability of the individual to use the language automatically with a sense of language that distinguishes between the individual

Different functions of language in actual usage situations).

It is noted that there are similarities between the two definitions, and perhaps the most distinguishing between them is the first commitment to grammatical health, while the second one. We learn from the definition of communication that it is a broad concept that contains within it the linguistic functions that Halliday classifies in seven functions (performance, organizational, interactive, personal, exploratory, imaginative, and representative). This broadness, which we observe in communicative sufficiency, is what led the scholars to say that the acquisition and learning of foreign language is only the building of communication efficiency, in a variety of ways,

LANGUAGE LEARNER

Brown believes that the definition of Michael Canals and Merrill Swain is the main reference to discussions on communication efficiency in the teaching of the second language. This definition has been divided into four parts. The first two parts focus on language ability. Grammatical Competence is the branch responsible for lexical materials, grammar, grammar, syntax, and semantics. The second is what is meant by the discourse of Discourse Competence, which is complementary to grammatical competence, the adequacy of the letter and its main task interest in the linguistic relations between the sentences. The third part of the competencies was social adequacy, which was most important for its association with the knowledge of the social and cultural norms of the language of discourse. Here is the importance of context in communication, it is what makes. The dialogues have significance and meaning, and lead to interaction.

Brown referred to Section IV, the strategic adequacy, a set of general abilities that employ all elements of language proficiency (as well as motor skills) in the process of deriving meaning.

It is clear from the above that communication is a process of integration between the four competencies referred to above, especially linguistic competence, this understanding is leading to the learning of foreign languages learning closer to nature. The linguistic aspect cannot be neglected, and the focus is on communication itself; because the focus on communication may lead to the establishment of erroneous language habits in the student's mind that are difficult to uproot later, as Hector points out, That it is annoying to language speakers, and students who learn by communicative competence without attention to other competencies (language, rhetoric, social strategy)

WEAK, HYBRID

When we talk about teaching and learning foreign languages, we mean Formal rather than so-called acquisition. In this sense, we want the classroom to be a simulation of what is outside its walls. This trend places a huge responsibility on the teacher. Hecter said the possibility of achieving a high degree of proficiency in the second language is similar to that of the original speaker. This idea was preceded by IbnKhaldun (may God have mercy on him). He pointed out that the establishment of the linguistic queen in a non-Arabic speaker can be achieved ("... but the languages are queens as they were taught, (By keeping their current words on their methods of the Quran and Hadith and the words of the Salaf, and addressing the Arabs in their arms, and their poems and the words of those who are born in all their arts,

For their words of the system and the disputing status of those who grew up
The current research supports the view of IbnKhalidun referred to above, which sees the need to strengthen the language proficiency in the first place, and the same idea echoed by Hector, saying: should teach the language to focus on language proficiency in the first place, and then on communication efficiency - Advanced level when structure is achieved

BASIC LANGUAGE

It should be noted that Murad Hector is the focus not only neglect communication activities, but explicitly stated that the teaching of language should include some communication activities, and levels of language education. This in turn leads us to talk about activities associated with the communication gateway.

EDUCATIONAL ACTIVITIES

The activities of the communication portal aim to achieve communication between the class members using communication processes such as information exchange, understanding of meaning and dialogue. There is no doubt that it is a variety of activities, some of which can be referred to as follows:

1. Provide students with incomplete plans and drawings completed by requesting information.
2. Some students listen to different recording materials, then transfer their content to their colleagues, this activity is called jigsaw.
3. Comparison of a group of images to show their similarity, or difference.
4. Discover missing features in a map, or an image.
5. Give specific instructions to draw a form.
6. Role-playing activities Roles play.
7. Information transfer activities, that students take information that is represented in one form and then re-represent it in a different form.
8. Information exchange and processing among students, and use images in this activity, and this activity is appropriate at advanced levels; because these images lead to the formation of a story through successive images.
9. Conversation and discussion sessions, meetings where students meet in groups, and the teacher is a member of one of them, and the role of the teacher to facilitate the communication process, such as provide some language materials, or suggest social issues.
10. Provide social dialogue dialogues such as: dialogues for banking services, or seat reservation on an aircraft.
11. Describe events and express feelings.
12. Managing a discussion about Arab Film after watching it.
13. Conducting opinion-gap activities.

The following are four essential points related to the teaching of the communicative language:

1. The objectives of teaching focus on all parts of communication efficiency, not limited to language proficiency.
2. Language accuracy is secondary, as the goal is linguistic fluency.
3. Not the shape - the structure - is the main framework for organizing language lessons.
4. Students use language lessons to produce language (verbal), and receive (understanding) in

Positions have not been entrusted to them before.

In addition to the above four points, one researcher pointed out some basic principles that must be followed by teachers and students when applying the communication portal.

First: the basic principles of teachers

1. The role of the basic teacher is a facilitator of the educational process, and an observer, and this does not negate his leadership role as he remains a leader, but not on stage, but on its aspects.
2. Grammar lessons are not directly and clearly, but hidden in the folds of lessons, for example when we want to talk about the present is the content of the dialogue - for example - about my daily life.
3. Activities associated with the communicative portal, representing the outside world, must be felt by students through their practice or by their direct benefit from learning.
4. Focus on engaging students using an authentic language no distance from repeated phrases, grammatical patterns.
5. Routing dialogues the destination of the process is about: request for information, record a complaint, make an apology, and conduct telephone interviews.
6. Focus on language fluency more than language health, the latter comes late when students progress in their level of language.
7. To provide a natural environment and to promote correct pronunciation the teacher must resort to songs, language games, whenever it is consistent with the culture of Arabic.
8. Stay away from intervention to correct the language, this work place at the end of the lesson; Interference leads to a discontinuation of the communication flow.

Second: the basic principles of students

1. Encourage students to speak and communicate target language starting from the first day. It seems that this principle is not unrealistic, so we suggest that students use the target language mixed with the mother tongue, as long as language health is excluded at least in the initial stages. This does not mean that we continue to take this approach, but rather as breaking the barriers or melting the ice.
2. Encourage the use of target language slowly, several times a day; to bring students to language health.
3. Students must realize that language control is an individual thing that is done through trial and error.
4. Students should interact with each other using the target language without interruption; to ensure that the flow of the communicative process is nourished and flowed in the best way, taking advantage of every minute, but of the time given to communicate. This means the absence of communication between the student and his teacher, but the extension of the circle; to include all class members as well as their teacher.
5. Students' mistakes are normally corrected - as we have already noted - at the end of the semester, unless the goal of the lesson is to acquire Accuracy.

It is worth mentioning that the teacher to organize the classroom, and the way students sit, which helps the latter to communicate with each other, and students to help their teacher to distance from the negative not to participate, the portal is based on the student-centered or Learner-Centered Method, The role of the teacher is sovereign, and the student has a positive role in the educational process. Through the communication activities mentioned above they can develop language fluency, which earns them self-confidence. After this stage they have to master the linguistic accuracy. The fluency of language, linguistic accuracy. The latter is a duty in the Arabic language because it is a

language in Arabic

Primarily

In spite of the many statements of supporters of the communication portal, which describes it as a successful entrance and is able to instill confidence in the same language students, there are shortcomings along with the many advantages mentioned by the researchers, and this is the paragraphs below.

First: Advantages.

1. Fun and excitement: appear when the teacher announced at the beginning of the chapter that today's lesson will be about how to interview for a job, this portal is better than to point out that today's lesson will be PPSimple We have already noted that the rule is always presented in a hidden manner, Reference to grammatical terms.
2. The approach of the communication portal on the main topics clear and specific; to instill communication and social efficiency in students.
3. leads the communication portal to instill confidence in the students; because the error is normal, and the teacher does not intervene to correct errors, and follow the students in every small error or large, but watch and facilitate the process of communication and write what he would like to say opportunist the best opportunities and the most appropriate;
4. Brainstorm use Despite the lack of language ammunition in students, however, they communicate. The student, if challenged by a word such as a chair, does not know what it means. He can describe it by saying: "It has four legs and sits on it. Moreover, this entry activates memory.
5. What the communication portal provides is a true simulation of what is happening in the outside world, students may learn all kinds of communication and forms, but they are unable to practice the right practice, the entry of communication provides them with appropriate opportunities for the right practice through role-playing role, play and simulation. All of these students feel the value of what they learn; because they taste the taste of real life if true expression.
6. The chapter is harmonious and harmonious through role playing, language games, interviews and other communicative activities that we have already mentioned.
Al-Amili added other advantages which we take as follows:
7. Characterized by inclusiveness, it is comprehensive of all skills, and can be presented at the same time. It deals with the four competencies (grammatical, rhetorical, social, and strategic).
8. Realizes students' desires to communicate in target language.
9. The variety and abundance of activities help to take into account individual differences among students.
10. Taking into account the psychological and social aspects of students; because it adopts innovative methods in correcting errors, and provide feedback.

Second: Disadvantages.

1. It is difficult to evaluate students especially in the skills of reading and writing, because this approach attaches great importance to the skills of listening and speaking.
2. The activities of the communication portal take a long time to be used for many dialogues and discussions, and this situation may be inappropriate for large-scale classes, all of which may lead to the separation of the system in the classroom.
3. It is assumed that this approach is not appropriate for chapters or introductory levels.

4. The problem of introverted students If the number of this type of students in the classroom, it will lead to disruption of communication, and lose the application of this portal useful and useful. Al-Amili added faults worth mentioning:
5. Teaching the language in accordance with this doctrine may not fulfill the desire of some students especially those who study the language for special religious or academic purposes.
6. The activities of this portal are dominated by fabrication and costing, activities such as image recognition, and the discovery of missing information rarely occur in natural situations.
7. The sense of some teachers to lose their leadership role leading to their aversion, or deviation from the principles of this entry.

Based on the above, and based on the experience of researchers in teaching Arabic to non-Arabic speakers, they see the possibility of applying this approach in teaching Arabic to non-Arabic speakers. There is no doubt that some of the principles of this approach and its foundations may conflict with the nature of the Arabic language - Language fluency is at the expense of language health, which can be overcome based on the objectives of the lesson. If the goal is linguistic health, it should be focused on, and neglect linguistic fluency at this stage. Selectivity does not contradict the spirit of the principles of communicative approach, and the best we take into account is the wishes and needs of the student, we must work with them to satisfy them.

	Traditional	Communication
1	Focus on learning * Focus on language as grammatical patterns.	Focus on communication.
2	How to choose language items. * Based on purely language standards	* Based on what the student needs from linguistic elements to enable him to communicate.
3	How to sequence language items. * Based on a linguistic floor.	* Based on other things, focus on content, meaning, and desire.
4	Degree of coverage. * The goal is full coverage of linguistic structures.	* The goal is to meet the needs of the student, and his wishes.
5	The linguistic angle. * Language is seen as a unified entity accompanied by fixed grammatical patterns, key words or key words.	* Language diversity is accepted according to what communication contexts define.
6	The type of language used * Official language taken from the stomach of books.	* Authentic language taken from daily life.
7	Standard success * Produce correct linguistic styles from the standpoint of grammar.	* Ability to communicate effectively, and in a manner appropriate to the contexts in which students are exposed, or working.
8	language skills * Emphasis is placed on reading and writing skills.	* Emphasis is placed on verbal interactions (listening and speaking), because they are just as important as reading and writing skills.
9	Teacher / student roles * Centralized teacher	* Centralized student.
10	Attitude of errors * The error is not acceptable and is a	* Phrases that contain an error are viewed as incomplete, not as an error.

	deviation from the standard grammar.	
11	Language learning procedures * Focus on language patterns rather than content.	Focus on meaning rather than language.

Research conclusion

This research dealt with the communicative approach in the teaching and learning of Arabic, and reached the following conclusions:

1. The validity of this portal to teach Arabic and learn; to derive from the function of the basic language, namely communication, as well as the inclusion of a set of communicative doctrines.
2. Taking into account this approach to the psychological and social aspects of the students.
3. Speed to achieve the wishes of students to communicate in the target language.
4. The many activities associated with this approach provide an opportunity to overcome individual differences among students.
5. This approach is based on the emphasis on the skills of listening and speaking, may not be this approach is ideal for language learning for special purposes, and also taken the difficulty of conducting written tests based on it.

Despite these shortcomings, this portal remains more enjoyable and exciting for students, and these disadvantages can be overcome by adopting some other ways and approaches to exit the so-called integrative approach that takes advantage of each entrance and raises its disadvantages.

And Praise be to Allah, the Lord of the Worlds.

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