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Linguistic Theories and their Role in Teaching Arabic

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Abstract

Since the nineteenth century, linguistic studies in the West have witnessed expansion and maturity, and this development has sparked a renaissance whose effects are still extending to this day, as new branches of linguistics arose that emerged from the lectures of "Saussure". Learning in order to teach the Arabic language at the Algerian University.

Keywords: Linguistics, Algerian University, Arabic language, structuralism, functionalism.

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1. Definition of Linguistics:

Linguists define it as "the scientific and objective study of linguistic phenomena, both general and specific, through the tongues of each people."¹

In the sense that we study the language a study subject to observation and experimentation with precision and objectivity according to a specific method characterized by accuracy.

2. Its Subject:

Linguists have agreed since "Saussure" that language is the subject of linguistics, because it is "the study of language in terms of it being a human given and a cosmic phenomenon outside the scope of time, history and custom, and in view of it as a general human function, and this is the starting point of the basic research in what is called theoretical or general linguistics."²

Therefore, its topic is "linguistics," that is, regarding language as a system of human communication, primarily auditory and visually, in the second degree.

¹ - Prof. Abd al-Rahman al-Haj Saleh, The Impact of Linguistics on Promoting the Level of Arabic Language Teachers, Linguistics Journal, University of Algiers, Issue 4. 1973 AD-1974 AD, p.: 9.

² - Dr. Mazen Al-Waer, Fundamental Issues in Modern Linguistics, Journal of the Supreme Council, Arabic Language, Issue: 6, Algeria, p.: 2.

The goal of linguistics is to study language:

The main objective of the linguistic study of human language in its various forms is: "to reveal its secrets and laws, whether it is at the level of the system that is humble to it or at the level of speech and the speaker's performance of its units and structures in (oral and written) communications."³ the human language is a sea that carries codified secrets, and linguistics was found to decipher its mystery.

3. Areas of Linguistics: It studies the following areas:

- Studying pronunciation and writing and dealing with them in terms of sounds, morphology, grammar, lexicon and semantics.

Branching a language into dialects.

- Studying the language in society in terms of the difference in the language of politics, the language of the media, or another language, as well as the difference in the social roles of the individual.

- It revolves around the individual in terms of his acquisition of language and its relationship to thinking and perception and diseases related to the language centers in terms of understanding and association, remembering and speaking and studying the linguistic development of the child.

- A study in the philosophy of language, which revolves around language as a system of signs, symbols, and indicative clues, their functions, and methods of using them grammatically, semantically, and scientifically.

- Studying structural styles and characteristics and their personal and psychological relationship.

- The study of poetic structure, or in other words, the study of unity and diversity in poetic work, a study that reaches the point of generalization and abstraction⁴, Thus, linguistics has included various fields concerned with language as an independent science in itself.

Linguistics has included most of the sciences thanks to research methods and knowledge outcomes, and since the human being is his material and subject characterized by the nature of comprehensiveness and breadth, language is a constant element common to all human sciences. Linguistics intersects systematically with multiple human knowledge.

Linguistic theories:

The different branches of science include an unlimited number of theories that provide explanations and clarifications for the phenomena and events that they deal with.

"Theory is a contemplative mental construction that links the results to certain principles, which are knowledge for application as the subject of independent knowledge and the systematic perceptions that are built."⁵

³- Prof. Abd al-Rahman al-Haj Saleh, The Impact of Linguistics on Promoting the Level of Arabic Language Teachers, Journal of Linguistics, p.: 19.

⁴ - Tamam Hassan, Fundamentals of Studying Linguistic Thought among the Arabs, Grammar, Philology, Rhetoric, Book Science, Cairo, 2000 AD, p.: 238

Muhammad Al-Duraih defines it in his book "Introduction to the Science of Teaching": "Theory means a system of dissertations, concepts and interpretations that are logically consistent (i.e. not contradictory), linked to a field of reality, whether natural or society. for scrutiny."⁶

1. The Structuralist Theory:

Every linguistic school that examines the internal system of the tongue is a structural school, which means every "name given to the different movements and various trends in modern linguistics. There is nothing in common between them except for a rare few, which is that they all agreed that language is a structure that is built from elements whose functions must be defined." and its internal relations⁷.

Saussure withdrew the leadership of the language from the hands of German scholars with him outside Germany. He looked at the language from an internal structural point of view, and defined it as a system of signs whose intellectual content is linked to its phonetic form. His school advocated a set of principles and binaries:

- Such as distinguishing between language and tongue: under which the common social concepts that are recognized among the members of society are commended in exchange for speech, which represents the real use of language in voice and writing.
- And the signifier versus the signified, both of them represent perception, so the signifier represents the auditory image of the language, and the signified represents the abstract meaning of it and the relationship between them is arbitrary.
- The immediate study that describes the state of the language as it is in contrast to the sequential study that monitors the stages of language development, and accordingly it is necessary to differentiate between language study approaches⁸.

The structural theory or the Geneva school is considered the first linguistic theories from which other schools emerged that inherited the approach of "Saussure" and structuralism together, or that it adopted the structural approach alone and not the "Saussure" approach with it.

The role of structural theory in teaching Arabic:

Structural and behavioral linguists have noticed that language is behavior, learning is also behavior, and every behavior is a response to a stimulus. They have built language teaching on

⁵- Abdul Latif Al-Farabi, and others, Dictionary of Education Sciences, Terminology and Didactics, Dar Al-Khattabi for Printing and Publishing, Casablanca, Morocco, 1st edition, 1994 AD, p.: 346.

⁶ - Muhammad Al-Dreij, Analysis of the Educational Process, Dar Al-Najah Al-Jadida Press, Casablanca, Morocco, 2nd edition, 1990 AD, p.: 22.

⁷ - Malberg, Bertil, An Introduction to Linguistics, Tr.: Al-Sayed Abdel-Zaher, 2010 AD, p.: 342.

⁸ - Helbesh, Gerhard, History of Modern Linguistics 2003, Refer: Saeed Hassan Bahiri, Zahraa Al-Sharq Library, Cairo. 2003 AD, pp. 68-73.

(the principle of adaptation⁹. And that the most important thing presented by this theory in the field of language education is structural exercises based on question and answer (stimulus and response), and that the most important function identified by specialists in teaching languages in this type of education is to bring the learner to the mechanism, that is, to a stage in which he becomes able to create sentences New in comparison to the patterns he learned, which is the model of sentences and vocabulary on which the learner should build his structures and link it to the verbal stimuli that are orders from the teacher that evoke in the learner a special response represented by repeating the model in combination with changes, additions or deletions, and these educational operations take place in a gradual program That is, on a certain number of stages called minor stages, and since the Arabic language was in an era in which the classical Seleucia disappeared¹⁰ It is taught to young people and learners in an artificial environment, not in a natural environment, due to the absence of the environment of the originator. The specialists in teaching the Arabic language saw that the successful method is not by teaching theoretical rules that are memorized by heart with symmetry and structural patterns that are acquired through training and practice, because knowing the theoretical information about the language is not the matter. What is important, but what is important is its observance and use. Based on this statement, education distinguishes between two methods of teaching the language:

A) Explicit and direct rules: It includes the direct presentation of the laws on which structures and sentences are based.

b) The implicit rules: which are devoid of direct presentation of any laws and in light of the communicative functional orientation, some scholars believe that the implicit rules and the explicit rules are necessary in teaching languages at all stages¹¹.

In view of this important role that linguistic theories play, any attempt to promote the teaching of the Arabic language to speakers and non-native speakers requires the employment of linguistic and educational theories. Therefore, the teacher must "be enlightened by what linguistics provides of scientific knowledge about the nature of the linguistic phenomenon, provided that his goal will not be to work on linguistics as The linguist does, but rather employs the theories that he deems valid and useful for the pedagogical situation he faces in an education¹².

⁹ - See: Hajj Salih: Research and Studies in Arabic Linguistics, Part 1, The National Foundation for Typographical Arts, Algeria, himself, pp. 194-195.

¹⁰- Ibid., pp. 194-195.

¹¹- See: Muhammad Syed Facilitating Grammar: A Luxury or a Necessity? Journal of Linguistic Studies, King Faisal Center for Research and "Islamic" Studies, Volume Three, Issue Two, July September. 2001 AD, p.: 8.

¹²- See: Employing linguistic and educational theories in teaching Arabic, prof. Hisham Sweileh, Department of Arabic Language and Literature, Skikda University

2. Functional Theory:

The "Prague" school is the best representative of the functional trend in the knowledge of the language, and it "originated in the arms of the "Prague" Linguistic Club, which was established by the Czech scientist "Villam Mathisius" and some of his collaborators in the year 1926 AD. It was known as the functional or phonemic school, and it reached its climax in the thirties¹³. Specifically when he joined it in 1928 AD, three Russian linguists:

"Roman Jacobson", "Serge Krasevski" and "Nikolai Trubetskoy", and since the 1930s, the expansion of the school increased to join a group of French linguists: "Andre Martini", "Emile Bift", and other European linguists.

Study Approach:

The functional school was named based on its definition of its approach as language a functional system that "aims to enable man to express and communicate and in its belief that the grammatical, grammatical and semantic structures are governed by the functions they perform in the societies in which they operate."¹⁴ The researcher in this school is always trying to discover whether all the vocal pieces that the text contains perform the function of communication or not.

Meaning and function are the core concerns of the European functionalist school. Accordingly, if the researcher wants to analyze the linguistic code (a string of words) in a functional analysis, he must count a group of linguistic units, then arrange them in terms of similarities and differences (i.e. compare them), so the differences that reflect their intrinsic value become clear to him, i.e. its function¹⁵

If we take a notation consisting of¹⁶ (led, returned, prevailed), then we cut them into the smallest non-significant units, i.e. phonemes, the differences and similarities would become clear, whether at the level of the director or the adjective, as follows:

/q/: to be eloquent + voiced + strong + used

/p/: halakic + major + penny

S/: my teeth + muttering + my whistling

We conclude that this contrast between phonemes at the level of adjective or director confirms that they all have a function, which is their ability to change the meanings of these words.

Based on this, the analyst must choose a number of verbal pieces from his transcripts, whose expressions and meanings do not differ except by something, then he compares some of them with each other in order to extract from them the small parts that are realized in wording and meaning.

¹³- Ahmed Moumen, Linguistics: Origin and Development, University Press Office, Central Square, Ben Aknoun, Algeria. 2015 AD, p.: 136.

¹⁴ - Ibrahim Muhammad Ibrahim, Linguistic Research Methods and Schools, p.: 20.

¹⁵ - Shafiq Al-Alawi, Lectures in Contemporary Linguistic Schools. P: 17.

¹⁶ - The same reference, pg.: 17.

Their most important achievement: They analyzed language with the aim of highlighting the functions that its various structural components performed in the use of a language as a whole.

The scholars of "Rag" were not satisfied with describing the language, but rather went beyond it to interpretation, and from there they talked about the reason for the languages taking the forms that existed¹⁷

They cared about studying the aesthetic and literary aspects of the language, and language was a means for them to convey ideas¹⁸

Finally, we conclude that the functional direction is concerned with how to use language as a means of communication used by members of society to reach certain goals and objectives, and the functional aspect is not separate from the linguistic system itself, so the roles and participants enter the grammatical system according to a specific pattern in each language that is directly linked to the function performed by the sentences. in different contexts.

The role of functional theory in teaching Arabic at the Algerian university:

If generative linguistics has made the search for deep structures of linguistic structure the basis, then functional linguistics has focused on studying language in its communicative and deliberative dimension¹⁹.

The linguistic researcher, Dr. Ahmed Al-Mutawakel, summarized the functional grammar in the function of natural languages, which is communication. The subject of the linguistic lesson is describing the communicative destiny of the interlocutor. Functional grammar is a theory of structure and semantics viewed from the pragmatic point of view²⁰.

And if we move from talking about the theoretical principles of functional grammar to employing these principles and applying them to the Arabic language in its various phenomena and issues, we can benefit from the serious studies of some researchers who carried this burden, including Dr. Ahmed Al-Mutawakel, whose applications were scientific and academic, and Dr. Ali. Ait Auchan, whose research and studies are related to educational didactic applications.

In the context of investing in functional linguistics in teaching Arabic language phenomena and issues in the qualifying secondary school, it is possible to take advantage of the types of functions identified by Al-Mutawakkil in his study of Arabic sentences and methods, namely: semantic functions, synthetic functions, and deliberative functions, as semantic functions refer to each of the porter, receiver, receiver, beneficiary, tool, and time. And the place, the case, the cause and the concomitant, while the synthetic functions refer to the subject and the object, while the

¹⁷ - Jeffrey Samson, Schools of Linguistics, Race and Development, ed.: Muhammad Ziyad Kubba, King Saud University, 1417 AH, pp. 105-106.

¹⁸ - The same reference, p: 114.

¹⁹ - A university thesis for obtaining a state doctoral dissertation in linguistics, sponsored by the Faculty of Literature in 1998 AD, the speaker's communicative ability and forms of constructing curves, Youssef Ezz El-Din, literature

²⁰ - Ahmed Al-Mutawakil Studies in Functional Language Grammar, House of Culture, Casablanca, 1998 AD, p.:9.

deliberative functions refer to the focus axis, the caller and the beginner, and these data and other theoretical and procedural knowledge can be employed in teaching many issues and phenomena programmed in the component of language sciences, whether the study is of a structural grammatical nature Such as: discrimination, adverb, names of time and place, verbs of speech, or of a rhetorical stylistic nature, such as: news and creation. The departure of the news from what is required by the appearance, the methods of interrogation, the call and the command or of a textual nature such as consistency²¹

3. Textual theory (textual approach):

The text is considered the basic element and the fertile field that contributes to the employment of linguistic theories in teaching the Arabic language. Due to its importance, the textual theory appeared, and the background for the textual approach theory goes back to the emergence of textual linguistics. The level of the sentence and the starting point of the text as the major linguistic unit.

By approach in the pedagogical reform, we mean "how to study a problem, treat it, or achieve a goal."²² It is also "the foundation of a theory consisting of a set of principles built on the basis of study programs and educational and evaluation strategies."²³

As for what is meant by the textual approach, it is "the sum of methods of dealing with the text and pedagogically analyzing it for educational purposes."²⁴

According to this approach, the text is the first educational model through which all linguistic activities are taught, given its totality and comprehensiveness²⁵. Thus, it represents the basis on which various instructions are built and the axis that is learned through linguistic activities such as syntax, morphology, dictation, propositions and rhetoric. It is also a "linguistic structure with multiple connotations and various functions."²⁶

²¹ - Ibid., p.: 209.

²² - Abdel-Latif Al-Farbi and others, Dictionary of Education Sciences and Pedagogical and Didactic Terms, Science and Education Series, Dar Al-Khattab for Printing and Publishing, Morocco, 1st edition, 1994 AD, p.: 21.

²³ - Mohamed Boualaq and El-Taher Bentounes, Competency Approach between Theory and Practice in the Algerian Educational System, Center for Research in Anthropology, Algeria, 2014 AD. (crasc) social and cultural. P: 92.

²⁴ - Ibid., p.: 92.

²⁵ - Abdul Latif Al-Farbi and others, Dictionary of Education Sciences and Pedagogical and Didactic Terms, Dar Al-Khattabi for Printing and Publishing, Casablanca, Morocco, 1st edition, 1994 AD, p.: 345.

²⁶ - Bashir Ebrir, Communicating with the Text, Problems of Comprehension and Effective Reading in the Journal of Linguistics, Scientific and Technical Research Center for the Promotion of the Arabic Language, Algeria. Issue: 10, 2005 AD, p.: 38.

Text concept:

The definitions that sought to define the nature of the text differed. From relying on the formal effect in this definition to a starting point from the significance and its completeness in defining and distinguishing, and to other classification criteria, the following are some definitions:

a) Language:

We find a definition of it in Mukhtar al-Sahih al-Razi, article (n.p.p.) in the hadith of Ali, may God be pleased with him, "When women reached the text of truth" meaning the ultimate attainment of reason, and (text): the thing: move it, and in the hadith of "Abu Bakr." May Allah be pleased with him. And he straightens his tongue and says: "This has brought me resources."²⁷

And in Lisan Al-Arab "by Ibn Manzoor": "The text raised you up the thing, the text of the hadith states it textually.

And whenever he appears, his text is lost, and he is placed on the platform, that is, on the platform, that is, on the very end of scandal and fame by appearing, and from them is from the platform of the bride. Heraclius: he advises them, that is, he extracts their opinion and shows it, and among them is the saying of the jurists: the text of the Qur'an and the text of the Sunnah: that is, what the apparent meaning of their wording indicates of the rulings, and the thing is upright and upright when it is straight and upright²⁸

b) idiomatically:

Paul Ricoeur defines it as: "Every discourse that stems from writing, according to this definition, the fixation by writing is the foundation of the text itself."²⁹

In this definition, Ricoeur starts from the assumption that writing is a prerequisite for proving the textuality of a text, and therefore it eliminates all oral texts that circulate as creative texts, but were not written.

And if we look at the reality of the text at the present time, we may not find a trace of the oral texts. Every text is associated with writing, even if it was delivered orally, except for what is rare.

It was defined by "Ztsislav and Urznianek" as: "a complete and relatively independent speech unit achieved by the speaker with a specific goal and within the framework of specific spatial and temporal conditions, and a mere sequence of any number of sentences differentiates between them."³⁰

In this definition, he is satisfied with its comprehensiveness, as the text is a verbal unit consisting of several sentences.

²⁷ - Mukhtar Al-Sahih Al-Razi, Muhammad Abi Bakr, Dar Ammar, Amman, 1st edition, 1417 AH, 1996 AD, article (text), p.: 858.

²⁸ - Lisan Al-Arab, Ibn Manzoor Al-Afriqi, Abu Al-Fadl Jamal Al-Din Bin Muhammad, Dar Sader, Part 13, Beirut, 1414 AH, 1994 AD, article (text), pp.: 97-98.

²⁹ - From the text to the verb, the research of Paul Ricoeur, Translator: Muhammad Barrada, Hassan Bourqia from Studies, Research and Translation, Cairo, Egypt, (D, T), p.: 105.

³⁰- An Introduction to the Science of the Text, Problems of Text Construction, "Ztsislav and Orznianek", tr. 2003 AD, p.: 53.

The text was defined by some Arabs as “a structure composed of several sound sentences linked to each other by a number of relationships, and these relationships may be linked between two sentences or between more than two sentences.”³¹

The text continues to form that compact structure that is interconnected grammatically, rhetorically and semantically, through the interconnection of sentences that may be an independent signification on its own or a linguistic pattern, whether individual or collective.

Text levels:

One can analyze the text into levels according to the smallest units followed, and this provides the guarantee of communication to the discovery of the nature of the text.³² Among these levels we mention:

a. vocal level:

It represents the latent linguistic presence and is only achieved by its vocal variations. It represents it at the level of actual speech. Usually, each voice has one or more vocal variations. This family is characterized by physical realization, location difference, vocal convergence, complementary distribution, and free change³³. It is understood from this level that the sound leads to understanding the text. When the student reads the text, he makes sounds, and from those sounds, an understanding and comprehension of the content of the text results.

B. morphological level:

This level depends on the morphological scale, which studies the conditions of word structures³⁴. This level specializes in studying linguistic forms, building the word, and ways of conjugating it from derivation and others³⁵. Therefore, the morphological level is considered that linguistic science for which scholars have defined its field in the single word and what is derived from it from other words that carry the same linguistic material and also studies changes in the letters of the word and its movement when attributing to pronouns and to different tenses. The apparent textual coherence through consistency and harmony that leads to textual coherence.

Synthetic level:

The sentence is the major semantic unit, and when the sentence is used in the context of what it becomes linked to, and if it is to be studied in a grammatical study in isolation from conversational considerations, it should estimate what was omitted from it so that it can be returned to the mode of the sentence it represents. And the definition of the word and types of

³¹ - Muhammad Azzam, *The Absent Text, Manifestations of Intertextuality in Arabic Poetry*, Publications of the Arab Writers Union; Damascus, (D, I), 2001 AD, p.: 14.

³² Robert Depogrand et al., *Introduction to Text Linguistics*, Library of Education. 1st edition, Nablus Center, 1993 AD, p.: 45.

³³- See: Suleiman Ahmed Bakr Salem, *Linguistics and the Phonetic and Semantic Level in Contemporary Linguistics*, Dar Al-Kitab Al-Hadith, (D, I), Egypt 2000 AD, p.: 23.

³⁴ - Muhammad Yunus Ali, *Meaning and the Delusion of Meaning*, Semantic Systems in Arabic, Dar Al-Madar Al-Islami, 2nd edition, Beirut, 2005 AD, p.: 419.

³⁵ - See: Suleiman Ahmed Bakr Salem, *Linguistics and the Phonetic and Semantic Level in Contemporary Linguistics*, Dar Al-Kitab Al-Hadith, (D, I), Egypt, 2000 AD, p.: 23.

sentence and so on among the Arabs and the West³⁶ At this level, the speaker must compose his words according to the pattern of the language he speaks and memorize a number of vocabulary to use its forms and syntax.

When knowing the vocabulary of the text, the student can compose and produce a new text in his own style, because this level depends on creativity, and for the student to practice this level and produce something new, unique and unprecedented³⁷. This is what the student follows in summarizing techniques when formulating the text in his style to discover the importance of the relative catcher.

D. Rhetorical level:

This level follows the aesthetic value of the nature of the text, and it is a prominent feature of the specific features, and it is the use of metaphor, metaphor, metaphor, and simile, but the degree of its use differs from one text to another³⁸. Employing graphic images and creative enhancements is necessary, and their employment differs and varies between prose and poetic texts, and from them the student can taste the text and discover its aesthetics, and that rhetoric plays a major role in understanding and comprehending the text because it resembles a thread in the form of clusters passing through an entire text field³⁹. Here, the importance of rhetoric in terms of integration, interdependence and coherence emerges.

e. lexical level:

The lexical level is one of the basic elements of the linguistic structure and means that horizontal structural relationship that is established in the phrase between idioms as a lexical-semantic unit and not as a grammatical unit or parts of speech⁴⁰. The lexical level, which contributes to the consistency of the text, is divided into two types, according to Halliday: repetition and antonymy⁴¹. When reading the vocabulary of the text, the student discusses the explanation of some of the vocabulary using the dictionary to know the meanings and connotations of the word, and thus understands the content of the text.

Based on these levels, it appears to us that the text is studied from several linguistic aspects, and each aspect is concerned with a specific science, so if we study the language of the text from the aspect of its word structure and the structure of its vocabulary in the context, then that is the science of grammar, and if we study it in terms of the single word and the structure of its letters

³⁶ - Muhammad Yunus Ali, *Meaning and Delusion of Meaning, Systems of Semantics in Arabic*, Dar Al-Madar Al-Islami, 2nd edition, Beirut, 2005 AD, p.: 419.

³⁷ - Hassan Abdel-Bari, *The Age of Grammar Teaching Skills (Theory and Practice)*, Alexandria Center, 1st edition, 2005 AD

³⁸ - Muhammad Khattabi, *Linguistics of the Text: An Introduction to the Harmony of Discourse*, p.: 238.

³⁹- Noman Bougherra, *Basic Terms in Text Linguistics and Discourse Analysis*, p.: 173.

⁴⁰- Odeh Khalil Abu Odeh, *The Semantic Development between the Language of Pre-Islamic Poetry and the Language of the Holy Qur'an (a comparative semantic study)*, Al-Manar Library, 1st Edition, Jordan, 1985 AD, p.: 76.

⁴¹- Muhammad Khatabi, *Linguistics of the Text: An Introduction to the Harmony of Discourse*, Arab Cultural Center, Beirut, Casablanca, 1st edition, 1991 AD, p.: 23.

and its various formulations, then that is the science of morphology. And if we study it in terms of the beauty of the style and the selection of the appropriate vocabulary in the context, then this is the science of rhetoric, and when studying the meanings of the vocabulary and knowing their significance, and that is related to the lexicon, and in this we conclude that the levels of the text have a great role in understanding the text and gaining knowledge because it is.

The role of textual theory in teaching Arabic at the Algerian University:

The aim of the textual approach, which is based on reception and production, is for the learner to be able to integrate language levels (morphological, grammatical, semantic and synthetic) and the knowledge he receives in various educational settings, so that it depends on the gradual process of building knowledge so that learning is done from the text in a spiral. not cumulatively.

With regard to teaching texts, the aim of this approach is to reach the learner in discovering the rules of consistency and harmony, discovering the meanings and dimensions of the text on the one hand, and its structure on the other hand, as well as studying a grammatical or morphological phenomenon, extracting technical phrases and analyzing images, and studying texts by focusing on the style to which they belong. to it (narrative, descriptive, argumentative, informative, explanatory), so that the learner discovers the advantages and characteristics of each style, which helps him to produce and formulate according to it, on the basis that the textual approach is based on receiving and producing and then employing that in his daily life that often puts him in front of situations You ask him to write a specific text, such as an administrative letter, a written request, a complaint...etc.

Accordingly, the textual approach deals with the text from several angles:

- The angle of the meaning of the text and its content.
- The angle of the linguistic and synthetic text structures.
- Text style angle: Is it an anecdote, a short story, a sermon, a message...etc.
- The angle of the historical context that falls within the text⁴².

So, the textual approach does not concern one side without the other in the text, but touches all its aspects and its various artistic angles, such as its style and context...

Conclusion:

What we found:

- Linguistics is an essential function in analyzing and promoting the educational process. The teacher's failure to resort to different linguistic theories will make it difficult for him to understand the verbal process of the language of the learner, and it will be difficult for him to identify the linguistic elements that make up the system of the language to be taught.
- The multiplicity of linguistic theories is an important element for finding a successful pedagogical method and constantly improving it, so the teacher must not care about one theory

⁴²- Badr Al-Din Bin Tredi, Dictionary of Modern Education, Supreme Council of the Arabic Language, Algeria, 2010 AD, p.: 335.

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over another, but rather he must benefit from all theories without exception in order to reach the required goals.

Despite what linguistic theories have provided for the Arabic language, the level of students is weak, and this is due to:

- Using theories and integrating them into a single text, which complicates the subject matter for the student because this is beyond his level.

Use colloquial language when speaking with students.

As suggestions for the advancement and improvement of students' level, we are trying to present some recommendations and proposals that may be useful in addressing this weakness:

- It is obligatory to use and speak in classical Arabic.
- Reformulating the accompanying questions to suit the level of students according to a specific linguistic theory and trying to explain them to them before delving into its mechanisms.
- It is obligatory to provide an overview before addressing the text of the theory to which it belongs.
- Separation of theories, as each text must carry a specific theory, as merging them leads to chaos in the mind of the learner.

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