

Applying Textual Linguistics in teaching Arabic Language: Insights from the Final Year Literature and Philosophy Branch

تطبيق اللسانيات النصية في تعليم اللغة العربية: استنتاجات من شعبة الأدب والفلسفة للسنة النهائية

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Abstract:

The study explores the shift in linguistics from sentence-level analysis to a broader focus on discourse, emphasizing the significance of "text" in modern research. It proposes applying the textual approach as an effective method for teaching Arabic in Algerian secondary schools, particularly in the final year, focusing on literature and philosophy branch. The article titled "Applying Textual Linguistics in teaching Arabic Language: Insights from the Final Year Literature and Philosophy Branch" assesses how well the principles of the textual approach are integrated into the Arabic curriculum. The findings reveal that Arabic language education remains weak and declining, highlighting the need for collaborative efforts to implement meaningful changes and achieve the desired competencies in teaching.

Keywords: text linguistics, textual approach, education, Arabic language, Arabic curriculum.

ملخص:

تتناول الدراسة التحول في علم اللغة من تحليل الجملة إلى الاهتمام الأوسع بالخطاب، مع تسليط الضوء على الدور المحوري لـ"النص" في الأبحاث اللغوية المعاصرة. وتطرح الدراسة المنهج النصي كوسيلة فعالة لتدريس اللغة العربية، لا سيما في السنة الأخيرة من التعليم الثانوي في الجزائر، مع التركيز على شعبة الأدب والفلسفة. ويأتي المقال بعنوان "تطبيق اللسانيات النصية في تدريس اللغة العربية: استنتاجات من شعبة الأدب والفلسفة للسنة النهائية" ليقيّم مدى استيعاب المنهج النصي داخل المناهج التعليمية العربية. وتكشف النتائج عن استمرار ضعف وتراجع تعليم اللغة العربية، مما يستدعي تضافر الجهود لإحداث تغييرات جوهرية تساهم في تحقيق الكفاءات التعليمية المنشودة.

الكلمات المفتاحية: اللسانيات النصية، المنهج النصي، التعليم، تعليم اللغة العربية، المناهج التعليمية العربية.

1. Introduction

The need for more focused and in-depth scientific research in linguistics, particularly in the teaching of Arabic, has become increasingly clear. This calls for a well-structured cognitive and scientific approach that equips learners with the necessary language skills. Benefiting from modern linguistic insights and contemporary scientific developments is crucial in education. However, this can only be achieved if research is grounded in the knowledge produced by linguistic theory. Unfortunately, this theory has not been fully

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applied to address the challenges hindering effective language learning in real-life communication.

Text linguistics represents a modern approach within linguistic studies. This intellectual trend has significantly impacted the teaching of the Arabic language and its components. The adoption of a textual approach in teaching Arabic and its related subjects is seen as a promising and innovative step forward. It encourages learners to explore and critically engage with the language, enhancing their analytical skills, artistic appreciation, and deeper understanding of texts. This method also moves away from rote memorization, fostering intellectual growth and an appreciation of the richness of texts.

The central issue of this study is framed by the following question: What perspective does text linguistics offer in the teaching of Arabic language components (such as grammar, morphology, rhetoric, and prosody)? Additionally, were the indicators of the textual approach effectively implemented in the final-year textbook for the Literature and Philosophy branch in Algerian secondary schools?

This primary question leads to two hypotheses:

1-Teaching Arabic language components (grammar, morphology, rhetoric, and prosody) using a textual approach enhances learners' skills and abilities.

2-The presence of the textual approach was confirmed in the model textbook.

This study follows an analytical descriptive approach. This method aligns with the research's main objective, which is to highlight the contributions of modern linguistic thought—particularly text linguistics—and its application in teaching Arabic and its components.

2. Defining Research Terms

2.1 Text Linguistics:

Text linguistics refers to a linguistic framework that combines language and text. Its concept becomes clear only when we first define "text." In modern communication and education, the focus has expanded beyond sentence boundaries to include the entire text. A text, whether written or spoken, is considered "a holistic unit with interrelated parts. The sentences follow each other according to a coherent system, where each sentence contributes to understanding the next, and the subsequent sentence enhances comprehension of the previous ones" (Afyfī, 2001).

Muhammad Khattabi, in his book *Text Linguistics*, further explains, "A sequence of sentences forms a text when relationships exist between the sentences, or more specifically, between elements within those sentences. These relationships connect one element to another from a previous or following sentence, or even to an entire sequence that comes before or after" (Al-Khaṭābī, 2006).

Based on this, text linguistics can be described as the study of how a text is constructed. It explores how a text is structured, generated, and transformed from a simple sentence into an extended discourse. This includes understanding how the main focus of the text expands semantically, syntactically, and contextually into paragraphs, sections, and sequences, forming a unified, coherent text (Ḥamdī, n.d.). Text linguistics examines the linguistic and semantic mechanisms that shape a text, moving away from the isolated sentence and analyzing the discourse as a whole. It focuses on the text as a set of interconnected sentences, both explicitly and implicitly, as E. Benveniste emphasized (Ayt Awshān, 1998).

2.2 Didactics:

There are many terms used in education, especially in contrast to the foreign term often translated as "didactics." The variety of translations has resulted in titles such as "the science of teaching," "the science of education," "teaching," "instructional," and "educational."

Among these, "Didactics" is the most widely used in educational literature (Abrîr, 2007). Below are some key definitions provided by researchers in this field:

"Didactics" refers to "the scientific study of teaching methods and techniques, as well as the forms of organizing learning situations that students encounter to achieve desired goals. It is a discipline that draws from various fields such as linguistics, sociology, and education, selecting relevant aspects to form a new specialization in teaching" (Abrîr, 2001). It is also described as "the scientific study of teaching and learning processes aimed at organizing this process in a way that fosters the acquisition of concepts and attitudes toward oneself and the environment" (Akwîndî, 2001).

Another definition states, "Teaching is the theoretical and applied study of pedagogical action, focusing on the interaction between teacher and learner within the educational context and the techniques used" (Bin Yashû, 2015).

From these definitions, it becomes clear that education is an organized, scientific study focused on structuring the educational process in all its aspects, including objectives, content, teaching methods, pedagogical tools, and evaluation. It also explores the dynamic relationship between teacher and learner. Education encompasses a wide range of topics, not just teaching content or methods. It covers all dimensions and components of the teaching-learning process.

When discussing the education of Arabic language components and connecting it to text linguistics, it is essential to address the textual approach. This approach, which focuses on competencies, has been adopted in Algerian schools.

3. The Textual Approach from the Linguistics of the Text to the Teaching of the Arabic Language and Its components: Towards an Inclusive Arabic Lesson

Language education is a field of knowledge that has been explored by many scholars, resulting in a diversity of opinions and theories, each deserving respect. With the rise of linguistics in the 20th century as a dominant science, language education underwent several transformations, especially in its approach to the linguistic text, which serves as the primary material for language acquisition. Multiple disciplines intersect within the field of language education, forming the foundational pillars for learners. One of the most significant of these references is "linguistics," as its research is inherently tied to the educational-learning process. Linguistic knowledge is divided into various theoretical currents, often differing in approach, interpretation, and sometimes methodology. Yet, there are universal principles across all linguistic schools. The central principle, however, lies in language acquisition (Al-Masdi, n.d.).

Language acquisition is deeply rooted in the text, which is regarded as a valuable resource by different schools of thought, each analyzing it from a unique perspective. The success of language education is closely linked to the learners' ability to grasp linguistic foundations and references, which are essential for engaging with linguistic practices. Understanding the linguistic event requires a conscious approach to linguistic contexts. The shift towards the universal nature of the text marked a significant development in contemporary linguistics. Text linguistics ventured into the expansive realm of discourse and its nuances, making the text a focal concept in modern linguistic studies. From this, the idea of adapting the text and incorporating it into the educational framework for teaching Arabic and its components emerged, leading to what is now referred to as "the textual approach."

The textual approach, in linguistic terms, refers to a verbal structure. As for the term "approach," its linguistic meaning originates from the ideas of proximity and closeness, as indicated in its Arabic root, "the proximity of the thing to the annexation, the closeness" (Ibn Manzûr, 1955, pp. 44-45). Conceptually, it refers to creating and developing a practical project or strategy that considers all relevant factors for achieving effective performance and desired outcomes (Wizârat al-Tarbiyya al-Waṭaniyya, 2006, p. 204). Essentially, the approach

is a combination of perceptions and strategies through which a curriculum is planned, implemented, and evaluated.

By integrating the approach with the text and connecting it to the field of learning and education, we conclude that the textual approach starts from the text and aims to reach it. It is an educational strategy that requires the full reception of the text and its application in teaching structural, morphological, phonetic, and semantic aspects. This means that the text becomes the central axis around which all language activities revolve, promoting the principle of inclusion.

From the above, the textual approach seeks to activate the integration of the text in its universality and comprehensiveness to teach the components of the Arabic language—namely, grammar, rhetoric, and prosody. It is grounded in principles derived from psychology, pedagogy, sociology, and linguistics, linking the study of language to texts that exhibit coherence and harmony. The goal is to develop both the internal and external competencies of the learner, improve their pronunciation and writing skills, prevent errors, enhance artistic appreciation, and cultivate critical thinking based on unity and integration.

The primary responsibility of those involved in language education lies in developing curricula, selecting appropriate teaching methods, organizing lessons, designing applications, conducting exercises, and teaching language activities. This approach aligns with the Algerian educational system, particularly after the educational reform, which embraced the term "language components." These components form the foundation upon which any given text—be it literary or communicative—is based. The key components of the Arabic language include grammar, morphology, rhetoric, and prosody. Unlike previous curricula where these subjects were taught separately, the current approach integrates their teaching within the framework of the literary or communicative text outlined in the competence-based curriculum.

This shift emphasizes the functional role of these communicative components, aiming to enhance the learner's creative and productive abilities. This is particularly important in light of the evident decline in the educational field, as learners today suffer from linguistic weaknesses, poor artistic appreciation of literary texts, and a diminished sense of the musical rhythm of poetic texts, with only rare exceptions.

4. Foundations of Text Content Selection from a Textual Linguistics Perspective:

An important issue in this area is: What are the foundations for selecting texts from the perspective of textual linguistics? Answering this question involves integrating rigorous scientific foundations with personal experiences and expertise. This compels curriculum designers and developers to refine their plans and strategies, ensuring the careful selection of text content. A well-chosen text enhances learners' skills and abilities and even serves as a foundation for shaping their personalities.

Before delving into the text selection process, it is essential to understand the general objectives of education, particularly those related to teaching the Arabic language. This is because content is fundamentally derived from educational objectives, which in turn are shaped by the societal environment and its needs.

In selecting texts, the learner's developmental stage and age group must be considered. Therefore, the chosen text should be appropriate to the learner's cognitive level, abilities, and prior experiences to ensure it is easily understood and supports the targeted competence. The text should include grammatical, morphological, rhetorical, and prosodic examples that provide an appropriate level of intellectual challenge. A good text also resonates with the learner's emotions and conscience, as a dry, unengaging text diminishes the learner's motivation to interact with the material.

Furthermore, technical and aesthetic standards are vital in stimulating the learner's curiosity and encouraging exploration. The selected text should also reflect and promote national pride, fostering a sense of belonging and reinforcing the nation's values and identity. This includes "religious and national identity, human values, social and cultural life, democracy and human rights, and the world of innovation and creativity" (Wizārat al-Tarbiyya al-Waṭaniyya, n.d., p. 17).

In addition to these elements, the text should embody cognitive, educational, religious, social, and psychological values, which can be fully realized through careful selection and thoughtful application (Ibrāhīm, 1999, p. 274). Such a text provides an opportunity to elevate learners' speaking and writing skills, enrich their experiences, refine their tastes, and provide enjoyment and comfort. Ultimately, it helps shape young individuals who are expected to contribute positively to the country's future development.

Diversity in texts is essential to the learning process. It ensures that not all texts are poetic or prose, providing a balanced exposure to different forms of writing. This variety enables learners to explore the purposes of poetry and the arts of prose, enriching their thoughts and deepening their understanding.

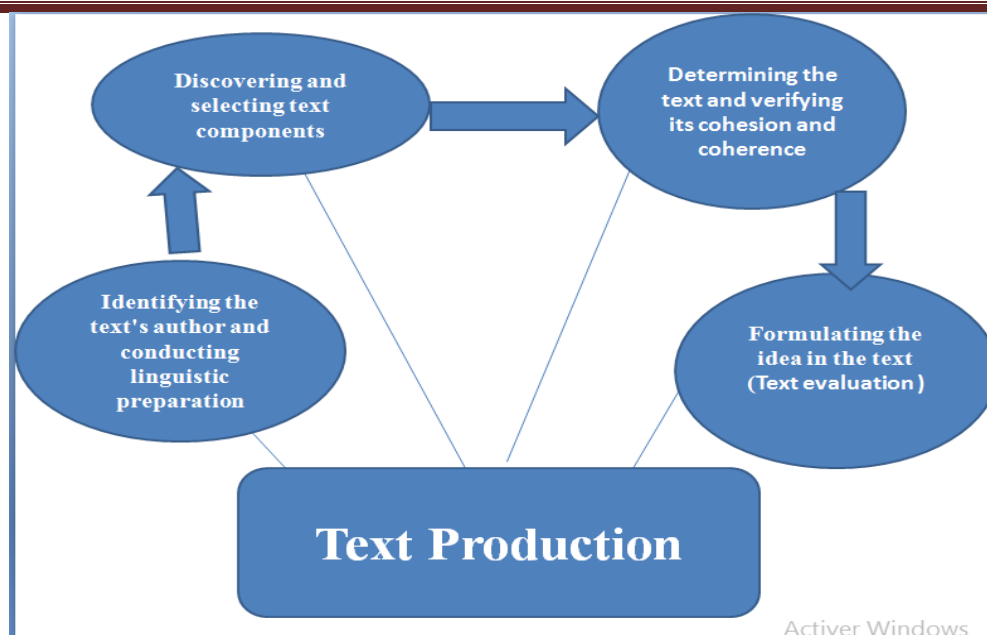
In the context of this new approach, texts are studied in stages to align with the principle of gradualism and eventual integration. The process typically begins with an introduction to the writer's life and the historical context surrounding the text. Following a careful reading of the text, learners are encouraged to uncover and discuss its elements, which form the foundation for developing intellectual or material activities.

Regarding literary study, the term "data" refers to the content within the text—its meanings, ideas, emotions, metaphors, and expressions, both real and figurative. It also includes the rhetorical strategies employed by the writer to persuade and impact the reader. Discovering and discussing this data is a crucial step, facilitated by the teacher, who poses various questions designed to help students interpret the text and uncover its deeper layers, such as true and metaphorical meanings, emotions, and ideas (Wizārat al-Tarbiyya al-Waṭaniyya al-Jaza'iriyya, 2010-2011, p. 4).

Through this method, teachers guide learners toward recognizing the artistic and intellectual characteristics of the text and its author. They explore the techniques the author uses to reveal meanings and examine the stylistic choices that define the writer's literary style, offering insight into the author's intellectual and aesthetic vision. In doing so, learners enhance their understanding of the artistic phenomenon at hand, thereby achieving the learning objectives set for the study of the text.

The following is a personal interpretation of the framework for teaching literary texts from the perspective of the textual approach.

Figure 1: Framework for Teaching Literary Texts through a Textual Approach



Source: Authors' own illustration based on the textual approach framework.

5. Applied Study on the Implementation of the Textual Approach in the Final Year Text Book: Literature and Philosophy Branch:

5.1 Study Methodology and Tool:

Theoretical research is undeniably important in scientific studies, but it remains incomplete unless accompanied by practical application, which lends it the scientific rigor needed for meaningful results. This study employed a descriptive and content analysis methodology to evaluate the implementation of the textual approach in literary texts assigned for the final section of secondary education in the "Literature and Philosophy" branch.

Research Tool:

The applied research tool used to assess the extent of the textual approach's implementation was the textbook *Arabic Language and Literature for the Third Year of Secondary Education: Literature and Philosophy Branch*. This textbook, a continuation of the books used in the first and second years, serves as a valuable educational resource, containing 24 literary texts selected for pedagogical purposes.

Criteria for the Textual Approach:

The study based its evaluation on the following indicators related to the textual approach:

1. Textual Standards:

Consistency and Harmony of the Text: The degree to which the text maintains internal coherence and flows logically from beginning to end.

2. Study of Textual Levels:

Phonetic, Structural, Morphological, and Semantic Levels: The depth of analysis regarding the phonetic elements, syntactical structure, morphology, and meaning within the text.

3. Investment of the Text in Teaching Key Linguistic Fields:

1. *Grammar and Morphology:* Utilizing the text as a tool to teach the grammatical and morphological aspects of the Arabic language.

2. *Rhetoric*: Focusing on the rhetorical devices used in the text to enhance students' understanding of language aesthetics and persuasive techniques.

3. *Prosody*: Using the text to explain poetic meter and rhythm.

The findings of the study were summarized in the following table:

Table1 Indicators of the Textual Approach Implementation in the Literature and Philosophy Textbook

Textual Approach Indicators	Fully Implemented	Partially Implemented	Not Implemented
Consistency and Harmony	✓		
Study of Text Levels (Phonetic, Structural, Morphological, Semantic)	✓		
Investing the Text in Teaching Grammar and Morphology		✓	
Investing the Text in Teaching Rhetoric	✓		
Investing the Text in Teaching Prosody	✓		

This table reflects the extent to which the indicators of the textual approach have been integrated into the program for the third-year secondary level in the *Literature and Philosophy* Branch. It shows that the textual approach has been partially or fully implemented in various areas, particularly in terms of textual consistency, the study of text levels, and investment in teaching grammar, rhetoric, and prosody.

These results suggest a clear attempt to incorporate the textual approach into the curriculum, although some areas may still require further development to ensure full integration across all educational components.

5.2 Analysis of Results

The findings summarized in the table were derived from a comprehensive analysis of the Arabic language and literature for the third year of secondary education: literature and philosophy *branch* textbook. This analysis revealed several key insights regarding the application of the textual approach:

1. Availability of Textual Indicators:

Most indicators of the textual approach are present in the texts included in the book. However, there is a notable variation in the extent of their implementation, ranging from relative achievement to full realization.

2. Consistency and Harmony of Textual Standards:

The book successfully incorporates consistency and harmony among the textual standards, which are essential for learners to examine while studying any literary text. These elements—such as the identification of pronouns, technical repetitions, and linked names—help create interconnected texts that enhance understanding and engagement.

3. Comprehensive Study of Text Levels:

The analysis confirms that the literary text is studied across all its semantic, structural, phonetic, and morphological levels. This comprehensive approach is crucial for activating the textual approach, enabling learners to build a solid knowledge base that enhances their language skills and facilitates significant personal growth.

4. Investment in Grammar, Rhetoric, and Prosody:

While grammar, rhetoric, and prosody are addressed in the third-year curriculum, their integration with the text is relatively achieved rather than fully realized. The text sometimes serves to support teaching activities, particularly in language activities. For instance,

examples from the texts are utilized to teach grammatical concepts such as verbal and discretionary expressions, and rhetorical lessons involving analogy and euphemism. The textbook introduces poetic forms like Al-Rajz, Al-Mutaqarib, Al-Raml, Al-Kamil, Al-Wafir, and Al-Hajj through specific poems from renowned authors, such as Nizar Qabbani and Mahmoud Darwish.

In conclusion, while the selection of texts that achieve the textual approach in this book has been successful to a significant extent, there is still room for improvement. The indicators that activate this strategic approach must be further developed to contribute meaningfully to the advancement of the educational system in the country, particularly in the context of language education. Thus, continued efforts are needed to ensure that the integration of the textual approach not only meets educational standards but also fosters a richer learning experience for students.

6. Conclusion

The teaching of linguistic components within the framework of the textual approach requires significant enhancement through the collaboration of educational stakeholders and researchers specializing in Arabic language education. A concerted effort between specialists and decision-makers is essential to establish an effective and fruitful educational system. Based on the preceding analysis, we conclude the following key points:

1. Modern Linguistic Approach:

The teaching of Arabic in Algeria adopts a contemporary linguistic approach rooted in the principles of the textual approach. This methodology emphasizes the use of texts to teach various components of the Arabic language, including grammar, morphology, and rhetoric.

2. Competency-Based Teaching:

The competency-based teaching approach, which activates the textual approach, does not discard previous curricula focused on knowledge and procedural objectives. Instead, it serves as a foundational starting point for further development. Effectively employing the textual approach in teaching linguistic components can enhance learners' linguistic, cognitive, and metacognitive abilities.

3. Competency Development:

The textual approach facilitates the achievement of several competencies by teaching language components contextually, improving skills such as reading and listening comprehension, as well as oral and written expression.

4. Relative Achievement:

Although efforts have been made to implement the textual approach in the *Arabic Language and Literature* textbook for the final section—Literature and Philosophy—in the secondary stage in Algeria, the outcomes have been relatively insufficient.

5. Challenges in the Teaching Landscape:

The current reality of teaching linguistic components reveals a noticeable decline in the academic field, characterized by curriculum deficiencies, inadequate educational resources, and insufficient teacher training. Therefore, the added value of this work lies in advocating for a serious examination of ways to enhance the teaching process of these components, aiming to meet desired educational goals and achieve the necessary competencies.

In summary, a collective effort to refine the methodologies and materials used in the teaching of Arabic, grounded in the textual approach, is vital to foster a more effective educational experience and improve learner outcomes. The pursuit of excellence in language education necessitates ongoing collaboration and innovation among all stakeholders involved.

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