Arabic Oral Communication for Specialized Learners Diagnosing difficulties and proposing solutions

التواصل الشفهي لدى طلبة اللغة العربية بين تشخيص الصعوبات اقتراح المعالجات

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Summary:

Teaching Arabic aims to enable the learner to correctly use the language in speech and writing, and to communicate in a sound manner - at least - when it comes to educational classes in general, and Arabic classes in particular. However, the educational reality indicates the weakness of some learners in the use of the Arabic language, and even the extension of this problem to many students specialized in the Arabic language, especially those who are about to graduate. Despite their long study of this language and their specialization in it, they do not have the ability to communicate orally in it well, which requires us to identify the phenomenon in order to identify the difficulties that prevent this, and propose practical solutions to address them.

Keywords: Language communication, Oral communication, Linguistic practice, Discussion.

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الملخص:

يهدف تدريس اللغة العربية إلى تمكين المتعلّم في مرحلة الليسانس من استخدام اللغة بشكل صحيح في الكلام والكتابة، والاتصال بطريقة سليمة – على الأقل – في الدروس التعليمية عمومًا، ودروس اللغة العربية خصوصًا. غير أنّ الواقع التعليمي يشير إلى ضعف بعض المتعلّمين في استخدام اللغة العربية، بل وامتداد هذه المشكلة إلى كثير من الطلبة المتخصّصين في اللغة العربية، خاصة الذين على وشك التخرج. ورغم دراستهم الطويلة لهذه اللغة وتخصُّصهم فيها، إلا أنّهم يفتقرون إلى القدرة على التواصل الشفوي فيها بشكل جيّد، مما يتطلب التعرُّف على الظاهرة لتحديد الصعوبات التي تحول دون ذلك، واقتراح حلول عملية لمعالجتها.

الكلمات المفتاحية: التواصل اللغوي؛ التواصل الشفهي؛ الممارسة اللغوية؛ الحوار.

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Introduction:

Language is the means by which an individual expresses his ideas, and it is the tool by which he interacts with others during linguistic communication through the exchange of meanings and information for the purpose of understanding and reporting. Oral communication is the most common type of communication used in life in general, and in the educational field in particular, but the educational process is a communicative process par excellence because it is based not only on the transfer of knowledge but on the linguistic exchange between its parties (teacher and learner). The success of the educational process depends on the effectiveness of

communication within the educational situation, as the role of the learner is not limited to passive listening, but to active participation because the classroom is not a space for receiving knowledge, but for sharing it. If the educational process is, it is assumed that the learner who has been taught in Arabic for many years and then specialized in it at the university level should be able to employ the language verbally - at least in the classroom - to achieve interaction between him and colleagues, and between him and the professor in the various educational situations facing him: such as asking questions, presenting research, and participating in class discussions. To what extent can the student who specializes in Arabic language employ the standard language verbally? And what difficulties do you face during verbal communication?

To shed light on this issue, I decided to divide this research paper into two axes: the first was devoted to the theoretical aspect, in which it dealt with general concepts related to linguistic communication, and the second was devoted to the field study, in which it dealt with analyzing the questionnaires distributed to Arabic language learners enrolled in the third year of university, and presenting their results in order to diagnose the difficulties faced by some learners during oral communication in the standard language in various educational situations, and analyzing their causes in order to propose practical solutions to overcome them.

Conceptual framework

1-What is linguistic communication:

A person is distinguished from other beings by his social nature. He cannot live in isolation from the group because he is in a state of continuous interaction with his peers. Living with others forces him to communicate with them through language to express ideas and feelings. Rather, "communication and human behavior have a direct relationship, and its absence means the absence of human behavior."[1]. The definitions of linguistic communication have varied according to the students because it is a field shared by many sciences (linguistics, sociology, psychology, education sciences, media sciences...) It is the process through which ideas and information are exchanged between individuals through language because it is "a verbal exchange between the speaker who produces a verbal, or a statement directed towards another speaker who wishes to hear or a clear or implicit answer, and communication is an event and a news that is transferred from one point to another"[2] Therefore, it requires at least two parties: the first represents the sender who may be a speaker or a writer, and the second represents the addressee who may be a listener or reader depending on the nature of the communication(oral or written). On this basis, some researchers have defined it as a process of transferring or communicating an idea, concept, feeling or skill from one individual to another individual, or from one individual to a group, or from one group to another group, with the aim of influencing one of the other parties [3] This definition indicates that linguistic communication according to the number of participants in it is divided into three sections:

- Personal communication: In which roles are exchanged between two people, and it is allowed to exchange roles so that each party is a messenger at one time, and in the future at another time because this two-way communication is found, for example, in the dialogue that takes place between two friends.

- Group communication: It occurs between a sender and a group of individuals. This communication is multidirectional, and its forms include meetings, group calls, lectures...

- Mass communication: It occurs between a person or a small group of people to a large group of people, which is often one-way because it is done through a media outlet such as commercials, newsletters, and television programs.

Linguistic communication, even if it is divided into multiple sections, represents "the interactive and participatory process that occurs between two or more people to achieve several goals and objectives, including the exchange of information and the sharing of knowledge"[4] In addition to news and persuasion, emotional influence, education, guidance and counseling, and sometimes seeks to achieve entertainment, which in this way is indispensable in various aspects of life.

2-Types of communication:

Communication based on the language used is divided into:

1.2- Verbal communication:

It is also called linguistic and linguistic communication and is one of the most important types of human communication because it is "communication that uses linguistic signs as a medium"[5] It relies on language as a tool for expression and the

transfer of knowledge and ideas between individuals and groups, and this is done through the use of spoken and written language. Verbal communication is the one that takes language as a means of conveying the message to the recipient by using letters and sounds, and employing words in different contexts to create structures according to the rules of language, relying on audio, audio, and visual channels. Verbal communication can be practiced in two ways: written communication and verbal communication.

2.2- Non-verbal communication:

It is called symbolic and non-linguistic communication, as it is also called silent communication, is considered"one of the worst concepts in particular, and this is due to the difficulty of distinguishing between what is verbal, and what is non-verbal as a result of their overlapping fusion limit sometimes"[6], and this type of communication, although it expresses meanings and feelings, but it does not depend on letters and words, but rather on gestures, movements, facial expressions, tone of voice, colors, images, and other means that contribute to the silent transmission of messages, so it is not possible to separate these two types of communication (verbal and non-verbal) because they may be used in many cases side by side, because communication may be done by employing language, gestures, gaze, physical imitation, and the space between the speakers. Therefore, it will be absurderious to separate verbal communication and non-verbal communication"[7] They are complementary elements, because the use of language for the purpose of communication also needs to tone of voice, expressions, gestures, gestures, gestures, gestures, gestures, gestures, postures, postures, and sitting during speech and others,

because the process of communication takes place between the receiver and the receiver (or receiver). However, if the communication is not direct, he will need to use pictures, colors, typeface, and other semiological signs that work alongside language to pass the message well to the recipient, so it was said about communication that it is every movement and stillness, every word and silence.

3- Forms of verbal communication:

Verbal communication is achieved only through two basic forms, writing and oral, and therefore it is of two types:

1.3- Oral communication:

It is the first means used by man to communicate with others. This type of communication is of great importance in the educational-learning process from the primary stage to the university stage because it is the primary means of education. Oral communication takes place "through the sounds, words, structures, speeches, and their semantic and deliberative meanings, as most of our interactions are determined by speech and conversation." [8] This type of communication represents the fastest means of communication because it is often done directly between its parties, in which the sender is face-to-face with the recipient, and it can also be done indirectly by using a range of media such as audio recording, for example. Oral communication is widely used during dialogue, which is the most common type of oral communication in life in general. In the educational field, which is the subject of our research, the importance of oral communication lies in the fact that it is the main pillar of the education process in general because through it

knowledge is transferred from the teacher to the learner, and allows the latter to develop his listening and speaking skills, which enhances his linguistic and communication efficiency. Oral communication in the educational field in general and at the university level in particular appears in different forms, such as the dialogue that takes place between the teacher and the learner, the lectures that the learners receive in the stands, the classroom research they present, the inquiries they ask, and the interaction with the classroom discussions raised by the teacher during the classes. All of this would show us the ability of the learner to employ the standard language orally and reveal to us the various difficulties he faces.

2.3- Written communication:

It is communication that is carried out using written language, in which the sender (writer) relies on written words and words in formulating the content of his message and "In writing, the matter is visible where the communication through writing is reflective" [9] Because it is not immediate, it occurs after reflection and reflection, so the writer has ample time to collect ideas, arrange them, and even review them to reorganize them, which allows him the possibility of deletion and modification. However, it is characterized by relative stability because it is preserved and recorded that can be returned to at any time. Written communication in the educational field is employed in written lessons, in research and articles, and in memoranda, whether related to the teacher (one of the teaching aids) or the learner (at the university stage).

Second: The applied framework:

A- The research sample:

The study sample consisted of a group of third-year university learners, enrolled in the Arabic language departments, and their number was estimated at 100 students. This category was chosen precisely because it represents the end of the training in the bachelor's stage, through which it is possible to identify the ability of future learners to graduate from classical oral communication in a proper way during the lesson, and to measure their readiness to practice the teaching profession that many of them will go to by virtue of their training and specialization. This profession requires a sound practice of classical because the teacher has a great impact on the learner.

B- Study tool:

A questionnaire was prepared with the aim of identifying the reality of oral communication among third-year learners enrolled in Arabic language departments, and the problems they face in the educational process during expression in Arabic. The questionnaire includes eleven (11) questions, revolving around three forms of oral communication: asking questions, presenting research, and discussing.

C- Presentation and analysis of the results of the questionnaires:

1- Chart: Attendance at lectures

Answer	Frequency	Ratio
Yes	36	36 %
No	64	64%

(36%) of learners answered (Yes) due to a set of reasons represented by the fact that the lecture:

2-Schedule of statements: Reasons for attending the lecture

Rationale	frequency	Ratio
The basic rule for understanding business lessons	13	36.11%
Important and necessary to collect information and knowledge	10	27.77%
The professor relies on the explanation	8	22.22%
Helps to recall and consolidate information	5	13.88%

While the remaining percentage of (64%) of the students answered (No), explaining this for a number of reasons arranged as follows:

- Lecture attendance is not compulsory (48.43%)
- Exploiting lecture times toachieve the goal (29.68%)
- Work-relatedness (15.62%)
- Inability of some professors to communicate information (6.25%)

Teaching at the university is done by adopting lectures and directed works in addition to applied works in scientific and technical disciplines, and the lecture is therefore one of the methods adopted by the university professor in teaching information and presenting it to students. Its importance lies in the fact that it provides the theoretical framework for the subject, and puts in the hands of the student the knowledge base that he will need in the guided works classes, but there are those who believe that its presence is necessary and sure, and there is no

difference between it and the directed works because it constitutes the basic basis for understanding and assimilation, and the student who does not continue his studies regularly and is absent from attending the lectures willreflect negatively on his achievement level. There are those who believe that the lack of attendance of lectures is normal for some because of the lack of exclusion from the scale that the learner may be exposed to in the work directed in application of the laws that provide for you, which is necessary for others because of work for the category of students employees, or because of preoccupation with the graduation ball associated with certain deposit deadlines determined by the administration at the end of the year. As for the answers represented in the inability of some professors to communicate information, this may be due to the fact that the method adopted by the professor does not allow for the participation of students in most cases, and their interaction with the educational situation. Hence, it makes the student's role in it negative. He does not receive and listen to the knowledge he receives from the professor. The latter must give the learner an opportunity to ask his questions and present his opinions in order to enhance interaction during the educational process, and to develop oral communication with the recipient.

3-Chart: The learner's ability to ask questions

Answer	Frequency	Ratio
Yes	31	31%
No	59	59%

(59%) of students answered (No), which is a very large percentage when it comes to a registered student

In the specialization of Arabic language and literature, which is on the verge of graduation, and steps away from entering the world of work to practice the profession of education, and to find out the reasons for the inability of members of the sample to ask questions during the class, I gave them four suggestions, here is the table that shows this as:

4-Chart: Reasons for inability to ask questions

Reasons	Frequency	Ratio
Feeling ashamed of the professor	18	30.50%
Feeling ashamed of colleagues	08	13.55%
Inability to use classical	24	40.67%
For fear that the professor would ignore my question	6	10.16%
Other answer: The teacher does not give way	02	3.38%
Other answer: preoccupation with writing	01	1.69%

Through the table, it appears that thelearner's failure to ask questions during theclass is largely due to his inability to use classical, which was estimated at (40.67%), which is a large percentage because it is related to specialized learners in the Arabic language who are supposed to have the linguistic faculty that they will actually employ in their various contexts because " it is not possible to imagine a successful communicative adequacy without awareness of linguistic adequacy, and at the same time linguistic adequacy can only do its job in communication by taking into account the competencies of communicative adequacy "[11] One of us can not communicate effectively unless he has a sound language in terms of grammar

and vocabulary, because the strength of the language makes communication deeper and clearer.

If the student is unable to ask questions because he feels ashamed of the teacher or his colleagues about this between him and the integration in the communicative activity, so that he finally reaches the limit of his desire to participate"[12], and therefore he will miss the opportunity to express his opinion and discuss with others, whether it is related to the educational aspect, or the practical aspect in the future, or even in all aspects of life.

As for the open questions that were asked to the damned individuals, their answers varied between:

- The professor does not make room for this and this situation JPictures us"The university professor as a store of knowledge, and the holder of the keys to its treasures" [13] - If so - This does not prevent us from giving the opportunity to the other party who represents the learner as an active party in the educational process like the professor, and not in the future his role is limited to receiving information only, especially since most professors realize the importance of asking questions during the class because it represents a kind of feedback, and it is also of great importance in creating interaction[14]Which would encourage learners to pay attention to the studied material.

-Preoccupation withwriting down information only during the class would make the learner lag behind his peers regarding the interaction that takes place inside the classroom, whether it is asking questions from the teacher or the learner, expressing an opinion, discussing and others... This will make the learner a

machine whose role is limited to writing only without an interest in practicing the spoken language, and getting used to it in preparation for practicing the teaching profession in the future.

5- Chart: The language used during the formulation of the questions

Answer	Frequency	Ratio
how about you come to our room today?	20	20%
poular 3	03	03%
Combination of the two	77	77%

(20%) Only learners are able to formulate their questions using classical Arabic, which is a very small percentage given the specialization of religion they belong to, as well as the school year in which they are enrolled. On the other hand, (77%) of the students use to formulate their questions, a mixture between classical and colloquial, due to their lack of linguistic balance, in addition to being affected by colloquialism, which represents the mother tongue because each of us learns colloquialism first, and then faces classical in educational institutions of different stages, and the difficulty of moving from colloquial to classical is what will lead the learner to the inability to use a sound Arabic language during the lesson, and therefore he will be unable to communicate orally in classical Arabic despite his specialization in it, so we find him resorting to colloquialism to fill that deficit.

6- Chart: Ability to speak Mandarin

Answer	Frequency	Ratio
I find it difficult to speak Mandarin	59	59%
I have no difficulty speaking in Mandarin	41	41%

(59%) of the learners find it difficult to speak in classical, which is a very high percentage, especially if we link it to the specialization to which the sample members belong on the one hand, and to the field in which most of the graduates of this specialization will be employed, which is the education system in its various stages. We can imagine the seriousness of the problem when we realize that these learners are about to graduate, and they will become teachers in the future for learners who will reach the university stage to be worse off than their teachers because the weakness of the latter will pose a problem that has repercussions not only at the personal level, but at the social level because this danger will be transmitted to a whole generation of learners. The inability of the learner to employ and speak the standard language during the lesson due to poor linguistic output would have a negative impact in the educational field, such as poor ability to express and poor classroom interaction.

7-Chart: Duration of oral communication in classical language

Answer	Frequency	Ratio
less than 1 min ago	71	71 %
1-2 minutes	17	17%
2- 5 minutes	07	07 %
More than 5 minutes	05	05%

Through this table, it is clear to us that oral communication in the standard language is weak, especially in a long period of time. It is also noticeable that there is an inverse relationship between the ability to speak Arabic and the period of

time in which this process takes place. The more this process takes place, the less the number of learners who are able to communicate in Arabic orally decreases. The opposite is true. We have recorded an estimated percentage of (5%) only among the respondents who can use Arabic for more than five minutes, and in contrast (71%) Some of them improve oral communication in Arabic, provided that the time period is not long, specifically that it does not exceed the minute, and this may be due to a number of intertwined factors such as the learner's lack of familiarity with the use of classical, which led him - without feeling it - to resort to slang to express his purposes, or the lack of linguistic balance and sometimes even his possession of this balance, but it is his lack of communication ability that prevents him from being able to speak Arabic fluently, and perhaps all this is due to the lack of oral training throughout his course of study because educational programs - to some extent - focus on the written side of language especially in relation to assessment.

8. Chart: Choosing between oral and written exams

Answer	Frequency	Ratio
electric	6	6%
Clerical	94	94%

(94%) of the sample prefers written exams in exchange for oral exams due to a number of reasons, including psychological confusion, fear that affects the learner during the exams in general, not to mention the fear or shyness that the student experiences when it comes to providing an immediate and direct answer that is presented to the teacher face to face. One of the reasons is linguistic related to the lack of linguistic

balance of the student, which does not allow him to practice the language in general fluently, let alone the oral use of it, or the inability to properly employ the vocabulary and grammar acquired in his previous educational stages.

9- Chart: Choosing between the view, reading, and mixing them during the presentation of the research

Answer	Frequency	Ratio
View	11	11%
reading	73	73%
Reading and Viewing	16	16%

The research method is one of the techniques of oral communication that is used frequently in the university education stage in which the learner presents the material he collected on a specific topic in front of the teacher, and in front of colleagues through presentation, reading, or a combination of them. The student may have a choice between these methods according to his preferences, and the teacher may impose on him a certain method, which is usually the presentation method through which he learns about the different abilities of learners: linguistic, cognitive, and communicative. It is also an opportunity for the learner to be trained in the use of oral language during education as a learner, and to practice it after graduation - if he practices the teaching profession - as a teacher, and many learners are alienated from the presentation and prefer the method of reading in return because the first method does not suit those who have a weakness in oral communication in the standard language, especially if the learner finds himself confused between employing the language on the one hand, and

communicating information on the other hand because he may not be able to one or both of them together.

10-Chart: Learner's feeling during the discussion

Answer	Frequency	Ratio
I'm afraid to discuss	91	91%
I'm not afraid to discuss	9	9%

A large percentage of the sample members are afraid of discussion after reading or presenting the research. To find out the reasons for this, the following question was asked to the learners who answered (yes):

11- Chart: Reasons for the **learner's fear of the discussion**

Answer	Frequency	Ratio
Mastery of the Arabic language	28	30.76%
Lack of access to information	22	24.17%
Not being able to do both	27	29.67%
Fear and shame	14	15.38%

Discussion is one of the active teaching methods. It earns the lesson vital and active because it makes the learners active in the educational process, and directs the teacher to know the level of the learner's understanding. It also gives the latter an opportunity to present his ideas, and gives him the opportunity to use the language correctly. Thus, it leads to the achievement of oral communication through effective dialogue, which represents an appropriate opportunity to develop his linguistic fluency. However, many third-year learners are afraid of it because of their weak linguistic balance, which makes them unable to use the language, whether it is related to the individual or structural

aspect, because the language is an integrated whole. There are some learners who attributed the reason for their fear of the discussion to their lack of understanding of the information presented. This indicates the lack of seriousness of this group of learners who copied the material from a specific reference or from different references without understanding it, although the aim of assigning learners to research at the university level is to enrich scientific knowledge, and training in the methodology of scientific research, especially since the sample members are required at the end of the year to submit a bachelor's note. There is another type of learners who are afraid of the discussion because they are unable to use the language verbally and do not understand the information they have collected, or because of the psychological factor of fear and shame, which is a barrier to the learner to make him unable to express an opinion or criticize the idea, even if he has a good linguistic balance of the richness of the linguistic lexicon, and knowledge of morphological and grammatical grammar because the ability to communicate does not only mean assembling linguistic units, memorizing morphological and grammatical rules, and knowing what the rhetoric requires, but it is the ability to employ all of this in the context of use, such as participating in a dialogue, presenting a research, or reciting a poem and others.

To achieve successful oral communication, all psychological factors that negatively affect the learner should be overcome, such as shyness, confusion, stress, etc.

Conclusion:

After this brief presentation, in which I touched on oral communication, considering that most language practices are

done in an oral manner, whether it is related to life in general, or to educational situations in particular, I reached a set of results that together led to poor oral communication activity among specialized learners enrolled in the third year of a bachelor's degree, or its absence among some of them:

- The inability of the learner to participate effectively in the classroom by asking questions or discussing may be due to the difficulty he has at the level of employing the standard language verbally, forcing him to use the colloquial language to cover that deficit.

- The use of classical Arabic as a means of achieving the process of oral communication is very weak for a large number of learners, it does not exceed one minute.

- Learners prefer written exams and are afraid of oral exams because they are unable to express their answer, and communicate their ideas to the teacher in correct terms.

- Learners prefer to present their research using the method of delivery(reading) and are afraid of the presentation method, which requires the learner to combine the theoretical knowledge of the language that he has acquired throughout his previous educational stages, with oral communication, which represents the actual practice of classics in different contexts, in addition to his mastery of cognitive matters related to his research material, and if one of these elements is imbalanced, this leads to imbalance or weakness in communication.

All these manifestations reveal the learner's weakness in verbal communication, which is due to various factors:

- Linguistic factors: such as the weakness of the learner's tribal gains, and the weakness of his linguistic output, which makes him unable to use classical Arabic in the educational situation.

- Psychological factors: such as shyness, embarrassment, or fear of discussion because of embarrassment about making a mistake because the relationship is direct between the speaker and the listener, which does not give him time to think and choose the right phrases.

- Social factors such as the impact of colloquialism on the learner, which makes him tend - without feeling it sometimes - to employ them during the lesson, especially since the oral use of classical is very limited compared to the use of colloquialism, which makes the transition to classical in oral situations difficult.

To improve the learner's ability to practice the Arabic language orally, a range of solutions were proposed:

- The need to communicate in the standard language during the lesson, and no other language is accepted, whether it is related to the teacher or the learner.

- The need for teachers to encourage learners to use classics in lecture classes and works directed at opening the door for discussion and imposing their use inside the hall.

- Adopting oral exams to evaluate learners along with written exams so that they can break the barrier of fear and confusion.

- Evaluating learners' research through presentation to encourage them to use sound language.

- Adopting the activities of literary clubs because they highlight the talents of learners and create an atmosphere of competition between them.

- Holding cultural evenings to energize learners to get used to the oral side of the language.

- Require learners to verbally summarize lectures and research, and deliver them inside the hall to familiarize the learner with linguistic practice.

- Encouraging the university theater, which represents a communicative act with excellence in which the learner crosses the barrier of language and shyness, and through which he is trained to deliver and present.

- More reading and listening to eloquent models such as poetry, lectures and religious sermons..... Ibn Khaldun said in this context: "The face of education is for those who want this queen to take himself by memorizing their old words that follow their methods of the Qur 'an, Hadith, the words of the predecessors, and the speeches of the Arabs in their rhymes and poems."[15] Because the queen that arises from memorizing eloquent words is the same one that arises from hearing eloquent words.

Margins

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