

Investing in the communicative approach in educational content

Attaoui Tayeb*

Salhi Ahmed University Centre
(Naama)

Arabic Language Teaching
Development Laboratory at the
Algerian University
(Algeria)

Attaoui@cuniv-naama.dz

تاريخ القبول: ٢٠٢٤/٠٥/١٨

النشر: ٢٠٢٤/٠٧/١٨

تاريخ الاستلام: ٢٠٢٤/٠٤/١٥

Abstract :

It is no secret to anyone today that the Arabic language has begun to impose itself among the languages, and on the other hand, the impact of the educational system in educational field among the global educational systems terms of its position within the and what globalisation is witnessing for all countries of the world, which reflected on learning process within the Algerian school, and the -the overall outcome of the teaching vel of teachers and learners alike, and the extent to which the disparity between the le learner) achieve communicative -two poles of the educational triangle (teacher .(competence and reflect on the third pole (learning

The approach, as is known, is more comprehensive than both the method and the technique; the approach contains a set of educational methods, and each educational method takes a set of techniques that it uses and employs in the educational process, as it is necessary to search for an appropriate approach to the teaching process in our educational institutions and get out of those methods that no longer work in line with the mindsets of today's generation.

Therefore, this research comes to shed light on the nature of this approach and the fact of its adoption in line with the curriculum adopted in the educational process, and the extent of its realisation and investment in the educational content.

Language -Communication -Learner -Approach -Methods -Content **KeyWords:**

D. Attaoui Tayeb *

Introduction:

The communicative approach is the situation in which the learner is placed in the classroom, where a communicative atmosphere prevails in which various methods and means are used to achieve what is called communicative competence aimed at acquiring a specific linguistic competence, and this approach appears in the form of results that prove the extent of its success.

The reasons for the emergence of this approach have been disputed. There are those who believe that it arose out of the motivation of teaching languages to non-native speakers, those who believe that it arose as a result of technical and political motives to define and set goals and objectives for teaching and learning languages, and a third opinion that it emerged for theoretical and life reasons.

Communicative competence adds to linguistic competence the meaning of interaction and mutual dialogue between the parties to the communication process, and the use of language within social situations and contexts, and the user of the language cannot employ the approach and competence together unless he controls the language structures, rules and different contexts, so that the learner can acquire his language or another language in situations that closely resemble the real situations he lives in his reality, and communicate with others in his language using various rules and structures acquired.

A - L'Approche Traditionnelle: This name refers to the various methods that were used in teaching languages in the past before the emergence of the known educational methods; it is based on knowing and memorizing the linguistic rule and then applying it to reading and writing. It also depends on translation from the mother tongue to the foreign language, and vice versa, as people did not know in the past

educational methods based on scientific methodological foundations (Ali Hajjaj and Nayef Kharmā, ١٩٨٨, p. ١٥٥) . In the Western world, teaching living languages was synonymous with teaching dead languages, which were then represented in the Greek and Latin languages; as it was widely believed that learning these two languages is a mental sport in itself that elevates the human mentality, using the classical method, which focuses on grammar rules, vocabulary memorization, conjugations, text translation, and writing exercises (Douglas Brown, ١٩٩٤, p. ١٠١).

It also focuses on teaching rules, formulas, definitions, and lists; words, for example, are not presented to the learner in useful sentences or in a general context, but in lists in both foreign and national languages, and the learner only has to memorize them by heart (Ali Hajjaj and Nayef Kharmā, ١٩٨٨, p. ١٥٦).

B - The Structuralist approach : This approach emerged after the failure of the previous approach, as a result of its lack of scientific theories, and the developments witnessed by science in the linguistic and psychological field led to a reconsideration of the foundations of language learning and teaching, which then contributed to the crystallization of the structuralist approach.

As a result, a range of educational methods have emerged, all of which fall under the banner of the constructivist approach:

١. The direct method: It derived its name from the fact that the meaning is directly related to the new language without using translation into the mother tongue, so translation was prohibited during the linguistic practice of the second language, but over time it did not succeed in teaching the natural language practiced by native speakers, as the sentences to be taught were isolated from any real social situations, in addition to that it is practically impossible to avoid the mother tongue in teaching a foreign language; especially in the early stages of education .

٢ - The reading method: It relies on the reading activity as a basic pillar in the educational process, and it first appeared in the United States and then spread throughout the world. It is based on teaching the skill of reading before teaching other skills; in this method, the learner will be able to learn the language by reading multiple literary and artistic texts, and learn about their literature and cultures as well (Ali Hajjaj and Nayef Kharma, ١٩٨٨, p. ١٦٠).

However, this method is not useful in teaching writing, speaking and listening skills, as it neglected them and took reading alone as the core of the subject, and therefore failed to teach the four skills together, so it was criticized.

٣. Auditory-verbal/visual method: It relies heavily on teaching auditory and visual skills; however, it does not neglect other skills, and it is based on a behavioral basis, as it considers education based on the principle of stimulus and response, and that language acquisition is similar to any other behavioral, cultural or social habit, as a result of its influence by the theories of descriptive linguistics and behavioral psychology; language, according to it, is a set of habits that are acquired through repetition, imitation, memorization and reinforcement (Ali Hajjaj and Nayef Kharma, ١٩٨٨, p. ١٦٣).

Due to the 'this fame did not last' (١٩٦٠) Despite the success of this method in the emergence of modern psychological and linguistic theories, which denied that learning is by stimulus/response, and emphasized that humans have a mind and abilities that enable them to learn language, the most important of which are the cognitive theory in psychology and Chomsky's linguistic theory. In addition, this cognitive method focused on syntactic structures and neglected the use of language in real

Accordingly, the Ministry of National Education has introduced a new method in accordance with the information explosion in the world, namely the "competencies approach", a change that has resulted in the modification of programs, curricula and the education process in general. It is a newly applied method in Algeria, as it relies heavily on the learner,

by making him an active participant in building his knowledge through research and discovery, acquiring abilities, skills, knowledge, and actual and behavioral knowledge (Curriculum for the first year of general and technological secondary education ٢٠٠٥, p. ١٩).

This method aims to achieve a set of points that reflect on the learner in particular and the reporting process in general, the most important of which are:

(Making the learner the center of the teaching-learning process by asking, discussing, inquiring, questioning, opposing, raising several questions and drawing conclusions. By asking, discussing, inquiring, questioning, opposing, raising several questions and drawing conclusions - identifying the language skills to be acquired - working to develop the learner's linguistic lexicon - training the learner to think by putting him in problem-solving situations, thus practicing the acquisition of new knowledge and methods to face complex situations, thus developing his faculties of perception, memory, imagination, understanding and innovation) (Curriculum for the first year of general and technological secondary education ٢٠٠٥, p. ١٩-٢٠).

C - The communicative approach:

The linguist Hathaway Hymes Dell (١٩٢٧-٢٠٠٩) was the first to use this term when he saw that Chomsky's idea of ability and creativity did not explain the functional and social rules of language. He considered that this idea is quite sound in that it describes the linguistic structure, but the learner needs to learn this structure and how to use it in all the situations he faces in his social life.

We must first recall that the structuralist approach and the educational methods that emerged from it were aimed primarily at teaching linguistic structures and structures; while the use of language remained marginalized or inferior to the teaching of linguistic structures, hence the communicative approach came to place linguistic

structures in a functional framework; the focus is not on grammar but on the actual use of language.

In other words, it is not enough for the learner to control the referential function of the language; he must be able to formulate sentences in the form of communicative units such as text and dialog, in other words, it is not enough for the learner to control the referential function of the language; he must control various other functions (Jakobsen's functions of language are as follows; The expressive function, Communicative function, Reference function, Attention function, The poetic function, Meta-linguistic function) in this regard, Mohammed Al-Subaihi says: "The first goal of teaching any language is to form speakers who can use it well in all fields; not scholars who know its system, facts and secrets" (Linguistic communication and its impact on the teaching of the Arabic language in the third, ١٩٨٨, p. ٢٥٥).

What distinguishes the communicative approach from other educational approaches are the following: (Ali Hajjaj and Nayef Kharma, ١٩٨٨, p. ١٧١; ١٧٣).

The communicative approach is based on cognitive learning theories, which emphasize the importance of the learner's internal processes and abilities in the learning process.

The communicative approach calls for paying attention to the learner while taking into account the individual differences between learners, and giving each of them the opportunity to learn according to their abilities and potentials; the learner becomes responsible for his learning, while the teacher's role is reduced to directing and activating the educational process only.

It emphasizes that the learner must deal with the language to be learned at the level of the connected text, not at the level of individual sentences, and must link and coordinate speech, and recognize the relationships between sentences.

The communicative approach does not present the linguistic material on the basis of linguistic progression, as is the case with the audiovisual method and other methods; rather, it presents it on the basis of functional progression.

The choice of educational content according to this approach is related to the issue of progression in teaching it, as it is related to linguistic functions and social situations, not grammar and linguistic structures.

It can also be noted here that this approach includes what is called "communicative competence" Hymes defines it as "an individual's knowledge and mastery of linguistic rules and socio-cultural rules that make this individual able to use language to employ it in real communicative situations" (Mokhtar Bouroual, ٢٠١٥, p ١١٣) .

D - Educational content:

The educational content is closely related to the objectives, as it is selected from the major fields of knowledge and science related to several criteria; to achieve the desired educational objectives, it is from an academic perspective "the set of educational experiences, facts and information that are intended to provide students with, as well as the attitudes and values that are intended to be developed in them. Or the motor skills that are intended to be acquired with the aim of achieving comprehensive and integrated growth for them in light of the objectives set forth in the curriculum" (Rushdi Taima, ٢٠٠٤, p ٩٧) .

The most important difference between the structural approach and the communicative approach in education is their view of the educational content, the way it is prepared, and the strategy for communicating it. By comparing the two approaches, the difficulties in preparing the content in the communicative approach become clear. In the communicative approach, the linguistic functions, topics, and ideas are unlimited and cannot be limited.

What should be considered in the preparation of educational content according to the communicative approach with a linguistic nature is to combine what is formal (language rules) and what is informal (the nature and strategies of communication) in a consistent method that does not affect the nature of the communicative language. The rules to be learned are the rules that we derive from the code of discourse collected from the mouths of the speakers of that language, not those rules that are imposed without the need for some or most of them (Faisal Ben Ali, ٢٠١٩, p ٣١) .

In addition to presenting multiple discourses and texts from real life that reflect or mimic the way language is used, rather than adopting texts that have been specially prepared (or modified) to fit the language patterns proposed to be taught. One of the reasons for the failure to understand literary texts - especially at the secondary level - may be due to the inappropriateness of the Jahiliyya poetic texts to the level of students, as they express old values and meanings far from the learner's environment. Many teachers at the secondary level agree that literary texts belonging to distant historical periods should be postponed to advanced stages of study. In this regard, researcher Mohammed Yahyaten believes that the educational content contained within the folds of the textbook "presents a backward worldview because it is attached to the past and is indifferent to the development of society and openness to the world" (Mohamed Yahyaten, ٢٠٠٠, p ٦٩) .

Specialists in the field of applied linguistics believe that acquiring this communicative competence for learners - within the educational content - requires three procedures:

١ - **Selection of the linguistic material presented to learners:** The teacher has the main role in adapting this material according to the needs of the target group; within communicative actions and situations in order to discover the structures and rules of the language used by the learner, recrystallize and compose them, because a text that is closed to understanding and that is not in line with the intellectual and age level of the learners - especially the lexicon - requires them to return each time to the lexicon.

This requires them to return every time to dictionaries to explain difficult vocabulary, because the learner "cannot face the text without using his tribal acquisitions and previous knowledge, just as the text becomes meaningful only after undergoing the processes of selection, filtering and transformation that work to integrate it into the recipient's cognitive structure" (Mohamed Hammoud, ١٩٩٨, p١٠٨) .

٢ - Presentation of the language material: The teacher should consider the following while presenting this material:

Selecting learning material that embodies speech acts of communicative situations related to the needs and concerns of the learners, as it inspires them to think, analyze and discuss, which helps in the discovery and acquisition of language rules.

Providing learners with linguistic material drawn from their reality for a sufficient amount of time, through which they can gradually discover the rules of language use.

Upon completion of listening to the language material, learners feel a desire to imitate it and develop a reaction to it, so they should be given the opportunity to express their thoughts whenever they feel like it

As learners use the language, they sometimes encounter some difficulties and spelling and stylistic errors, so the teacher must guide them wisely and not make correcting them the only concern of learning, because errors allow the learner to choose the correctness of their language uses.

For example, the teacher should not be concerned at the beginning of learning - for example - with the parsing of "will not" and the present tense verb after it; rather, the most important thing is to master the method of negation in the future, and the parsing will be at a later stage (Dawood Abdullah, ١٩٧٩, p ١٠-١١) .

٣ - Gradualism in teaching the language subject: In order to teach the linguistic material, its competencies must be identified and planned for, on the basis of which

the appropriate selection is made, so we hear it to the learners, then they in turn use it by simulating and discussing it, so we gradually progress them to discovering these rules and consolidating their use.

In addition to the diversity of this material in the textbook, those responsible for creating it must take into account the interest in the educational contents "as it works in the direction of identifying the audience of learners, determining their communicative needs, and determining the final behavior to be achieved by determining the speech acts to be performed and the situations in which these acts are performed, in addition to determining the concepts that will be expressed and the linguistic structures that will be used to express them" .

In order for this approach to bear fruit, the teacher must choose the appropriate teaching method, as each educational and learning situation has an appropriate method that suits the educational content and the nature of the material for the target group. This is emphasized by specialists in the field of education, who believe that teaching methods should be related and varied; the teacher "should not remain dependent on one method in his teaching; rather, he should diversify his method according to the educational situation, as a particular situation or goal he wants to achieve may require him to use more than one method in one lesson. The learner himself is always in need of provoking situations or issues that make him more willing to focus his attention. No matter how new and attractive a teaching method is, this does not justify using it repeatedly, because this reduces the level of interest and motivation of the students, so it is necessary to diversify the methods and techniques so that the teacher can ensure the attention of his students throughout the teaching process" (Jams Mahmoud Al-Hassoun and Hassan Jaafar Al-Khalifa, ١٩٩٦, p ٥٠) .

d with the emergence of the communicative Therefore, the change that occurs approach is a change in the view of language itself; it is no longer seen as a system of evidence deposited in the brains of speakers, and a system in which this evidence

s specific to each language; rather, it is seen falls within certain syntactic relationship as an activity realized in a mutual discourse situation and constrained by special restrictions. From this point of view, the view of learning and teaching methods and ged, and this change came as a result of new the principles that govern them has chan developments in many fields, as the communicative approach benefited from the various theories and doctrines that emerged in the last century, and this was not gy only, but went beyond that to limited to the theories of linguistics and psycholo sociology, education, anthropology, and information and communication sciences

Conclusion:

Finally, we present the most important findings:

- The communicative approach as a pedagogical concept contributes significantly to language acquisition through communication and daily use.
- This approach takes into account all levels of learners, as it focuses its performance on the learner rather than the teacher.
- The teacher's expertise is of paramount importance in integrating what is contained within the educational content according to this approach.
- The requirements of this approach should be linked to the learner's living reality.
- For the success of this approach, the teacher must diversify the educational methods in the teaching process so that the learner can absorb.

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