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Researcher Walid Al-Anati's efforts in the field of teaching Arabic to non-native speakers

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Abstract ;

Teaching Arabic to non-native speakers is a contemporary educational and linguistic field that has gained increasing global attention due to Arabic's religious, cultural, and economic significance. This field relies on considering the linguistic and cultural differences among learners, and the accompanying challenges related to the lack of a suitable language environment and difficulties in acquiring language skills.

Teaching Arabic to non-native speakers differs from teaching it to native speakers in its methods of skills development. It requires a balanced development of the four language skills, with a focus on communicative language use, alongside the integration of modern technologies and the creation of a supportive learning environment. In this context, the importance of the teacher's role and their linguistic, pedagogical, and cultural competencies becomes evident. Walid Al-Anati's contributions are a prominent example in developing this field by combining linguistic foundations with modern linguistic perspectives. The question then arises: What are Walid Al-Anati's efforts in teaching Arabic to non-native speakers?

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1. *Introduction*

Athey or researcher Yin linguistics Andin science Education through teaching Arabic to non-native speakers Dimensions the Multiple, and This includes the linguistic dimension, which focuses on studying difficulties in pronunciation, grammar, and vocabulary, and the educational dimension, which is concerned with teaching methods and curriculum development. Selection Educational methods appropriate to the learners' level, and the cultural and social dimension related to understanding Arab heritage and religious The impact of cultural background on learning, in addition to the dimension Scientific Technical and research Which seeks to use technology and integrate the results of recent studies to facilitate language acquisition and achieve effective intercultural communication.

Teaching Arabic to non-native speakers is a significant challenge due to the richness of its sciences and the abundance of its rules; however, mastering it represents a valuable opportunity to develop linguistic and intellectual skills, increase familiarity with Arab culture, and enhance knowledge of it..

First: The universality of the Arabic language:

There is no doubt that the Arabic language reached global status when Arab civilization reached its peak of prosperity, as the extensive conquests helped it spread even into European lands, so it became the language of science in its various fields, and there was a great demand for learning it from non-native speakers.. The German orientalist Sigrid Hunke aptly described this era in the life of the Arabic language, stating: "It was only natural that Arabic would become the language of administration, politics, and law, indeed, the language of commerce, transactions, and the general public. Who would want to deviate from the language of the community? How could anyone resist its beauty, its sound logic, and its unique charm? Even the Arabs' neighbors in the lands they conquered fell under its spell, as Spanish bishops bitterly lamented. Those who remained in their faith were swept along by this tide, eagerly learning Arabic. Even Coptic, for example, died out completely. Aramaic, the language of Christ, relinquished its position forever, replaced by the language of Muhammad (peace be upon him). Furthermore, papal pronouncements and the resolutions of Christian conferences in Andalusia, where Latin was no longer understood, had to be translated. Even after the Christians reconquered Andalusia, the Church found itself obliged to translate the Bible into Arabic for these liberated Christians. Thus, within a hundred years, a tribal language transformed into a global language." A garment we wear today, we will take off tomorrow. Arabic found a receptive audience among communities, blending

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with them and imprinting them with its characteristics, shaping their thinking and perceptions, forming their values and culture, and imprinting their material and intellectual lives. It gave the different races in the three continents a single, distinctive face. Even the Seljuks, Turks, Mamluks, and Tatars, when they came to power, remained at heart loyal subjects of Arabic culture and its language, and even of Arabic ways of life and thought. Truly, the ability of this Arabic mentality to imprint peoples is remarkable." (Sigrid Hunke, 2000, p. 367)

Many researchers emphasize that a language grows and develops with the development of its society, which contributes to its spread and the expansion of its use globally. This principle is clearly evident in the history of the Arabic language in ancient times, and it is also clearly evident in the case of the English language today. However, despite the decline in the level of use of the Arabic language in some circles and the weakness of some aspects of its civilization, the Arabic language still possesses strong elements that guarantee its survival and prosperity. These elements have made it compete with some of the largest world languages, and it remains resistant to the attempts of its enemies to belittle or marginalize it.

One of the main reasons for the survival and strength of the Arabic language is its deep connection to the Holy Quran and Islamic identity. Therefore, the Western linguistic assertion that languages do not differ in their informative function is only true from a certain perspective, as this view relies solely on the informative function of language. In reality, languages differ in their various functions, among which the aesthetic function stands out, and it is through this function that linguistic distinctions can be determined. In this context, Arabic is considered one of the most beautiful and precise languages, distinguished by its unique eloquence and high accuracy, which makes it superior in aesthetic expression, especially when comparing its aesthetic functions with other languages..

Despite the challenges facing the Arabic language, including the low level of interest in it in some circles, the apathy of some of its people towards it, the failure of the elites to support and develop it, as well as the attempts of colonialism and populist trends that sought to marginalize or distort it, the Arabic language remains a language with a global dimension; not only because it is used by a large number of speakers, but also because of the unique characteristics that distinguish it and contribute to its ability to survive and flourish. The Arabic language is characterized by the richness of its vocabulary and its flexibility in expressing precise and complex meanings, which makes it able to keep pace with cognitive and cultural developments. The

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Holy Quran also had a pivotal role in preserving the authenticity of the Arabic language and its continued use throughout the ages.

Second: The concept of "teaching Arabic to non-native speakers":

Teaching Arabic to non-native speakers is an educational and linguistic field concerned with teaching Arabic to individuals who do not speak it, whether they are non-Arabs or of Arab origin who grew up in a non-Arabic-speaking environment, taking into account the linguistic and cultural differences between learners. It is considered one of the fields that is witnessing global interest and growth due to the cultural, religious, and economic importance of Arabic..

teaching Arabic to native and non-native speakers involves similarities and Oh fundamental difference, Fone of the most prominent differences is the availability of a natural linguistic environment; Arabic speakers enjoy a supportive environment that enables them to acquire the language automatically and spontaneously, while non-native speakers lack this. In Arabic In addition to that. Also It should be noted that The issue of dialects and linguistic diversity, where Arabic speakers face a dilemma Yua Difficulty in understanding different spoken dialects, while distinguishing between dialects and standard language poses an even greater challenge for non-native speakers. In Arabic, In addition In addition to difficulties with pronunciation and spelling, especially Learning some Arabic sounds, in addition to the cultural dimension, requires non-Arabic speakers to learn the cultural and social contexts associated with the language.

As for the similarities, It can be said educational tools are similar; textbooks and learning materials can be used to develop vocabulary and reading and writing skills, which are essential elements in the learning process. Maybe Emphasizing that language learning is an individual process influenced by the learner's efforts and the educational environment available at the school.

Regarding the differences, they can be seen in the way the four skills are developed. For native Arabic speakers, the focus can be placed more on speaking and reading to enhance fluency and linguistic accuracy, as well as to develop comprehension and vocabulary. For non-native Arabic speakers, however, teaching Arabic requires developing these skills with an emphasis on using the language in social and communicative situations. It's also worth noting that another difference lies in how the initial challenges are addressed. Native Arabic speakers possess prior experience and knowledge of the culture and context, which facilitates overcoming certain obstacles, while non-native speakers need to start from scratch, requiring significantly more effort..

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Exposure toLanguage is a common element in teaching both native and non-native speakers, with an emphasis on the need to provide a suitable learning environment in both cases, and to work on developing the four basic skills to achieve balanced language learning. Teachers are encouraged to utilize technology and modern educational resources in teaching Arabic..

The relationship between language and culture education in the context of learning a new language is interconnected and overlapping, and cannot be explicitly categorized as simultaneous or hierarchical. It should be noted that communication contributes to enhancing cultural awareness and allows learners to interact with texts and conversations that have a cultural dimension. This helps them understand the customs and perceptions prevalent in the societies that speak that language. Conversely, culture plays a fundamental role in improving the effectiveness of communication, as familiarity with the cultural context of a language positively impacts its usage. Furthermore, teaching certain terms can be achieved by placing them within cultural contexts, which broadens the scope of understanding and reinforces the learning of these terms..

Third: The role of the lesson In teaching Arabic to native speakers not Ha:

The teacher is an element Essentially and It is pivotal in the process of language teaching in general, and in teaching Arabic to non-native speakers in particular., For the teacher The major role In this field, Therefore, it should have With a range of qualities and skills, foremost among them professionalism in teaching, the ability to design lessons that align with learning objectives, along with proficiency in the language and the effective use of verbal and non-verbal communication methods. ,as The teacher must possess A deep understanding of culture Arabic Values Ha and He owns the amount Taking into account the individual differences between learners and tailoring education to their needs, as well as being patient and understanding, encouraging dialogue and conversation as two essential elements in language teaching, in addition to diversifying teaching methods and enhancing learners' motivation and building their self-confidence..

It should be emphasized that The Arabic language teacher for non-native speakers is required to understand and respect the diverse cultural backgrounds of the students, and to choose the appropriate curriculum that meets their needs and language levels. And also to emphasize The importance of employing technology as a supportive tool that contributes to improving the learning experience, along with adopting effective methods in

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providing feedback and evaluation, which helps learners develop their language skills.

The teacher aims to achieve three competencies in the learner: linguistic competence, which refers to the learner's mastery of the language's phonological system, both in terms of expression and production, their knowledge of the language's structures and basic rules, both theoretically and functionally, and their familiarity with a sufficient vocabulary for comprehension and use. Communicative competence, which is the learner's ability to use Arabic spontaneously and express their thoughts and experiences fluently, while being able to easily and readily comprehend what they encounter in the language. Cultural competence, which refers to understanding the culture that the Arabic language embodies, reflecting the ideas, experiences, values, literature, and arts of its speakers.

The teacher must possess an intermediary language to use in imparting Arabic language skills to the learner. It is a language that mediates between the teacher and the learner in order for the learner to understand what the teacher says and for the teacher to recognize what the learner has learned. The intermediary language may be the learners' mother tongue, or it may be a second common language adopted by the teacher and learners with variations in their mother tongues.

Some believe that using an intermediary language helps in quickly and accurately understanding vocabulary and structures, and prevents learners from guessing, assuming, or being confused. It also saves time and effort, enabling learners to acquire a significant amount of the language in a short period. Some suggest that the use of an intermediary language is most effective at the beginner level and decreases as learners progress in their language studies. It can also be employed when explaining an Arabic cultural concept that other methods fail to adequately convey. (Rushdi Ahmad Ta'ima, 1989, p. 268)

In addition to the teacher's educational and instructional role, the teacher's guiding role is also crucial. This involves directing learners toward self-directed learning, correcting their mistakes in a supportive and motivating manner, and taking into account individual differences. Furthermore, the teacher plays an evaluative role, continuously assessing learners' progress, providing constructive feedback, and adjusting educational plans based on the assessment results.

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Fourth: Walid Al-Anati's thought, both theoretically and practically:

1- In the field of applied linguistics:

This field encompasses several areas:

—Educational linguistics:

Educational linguistics is a branch of applied linguistics and an interdisciplinary field that integrates the knowledge of linguistics and education. It is also known as didactic linguistics, didactics, and pedagogy. Its aim is to utilize theoretical linguistic knowledge to improve language teaching and learning. It has gained significant attention in recent decades due to the increasing need for modern language teaching methodologies that consider evolving cognitive patterns. And The psychological and social well-being of learners. It is therefore an applied field of knowledge concerned with By transforming linguistic theories such as grammar, morphology, semantics, and phonetics into practical tools used in building curriculum content, developing teaching methods, and creating assessment methods. (Ahmed Hassani, 2000, p. 131)

Educational linguistics focuses on empowering learners with concepts, after equipping them with the necessary theoretical knowledge. This requires proficiency in practical application and the effective communication of linguistic concepts to the learner through a method chosen by the teacher based on contextual suitability. Educational linguistics is not limited to teaching concepts but also examines how to communicate them effectively, requiring an attentive speaker and an engaged learner. Educational linguistics aims to achieve several objectives and functions, primarily involving construction and planning within various frameworks. The first of these is the curriculum itself, including the selection and design of its components. Given the importance of the curriculum in the field of education, it is essential to design curriculum components that foster the linguistic competence necessary for learners to acquire and master the language..

And Work Al-Anati On how to transform complex linguistic theories into teachable material, This is done by breaking it down into its basic ideas (core concepts, technical terms, and major assumptions), focusing on simplifying the term without distortion instead of giving a dry academic definition, starting with the general meaning and then moving to the technical meaning, giving simple linguistic examples before giving the rules.

Computational linguistics:

Computational Linguistics Branch One of the branches of linguistics is applied It examines human language As A flexible tool It is treated In the machine, it attempts to process natural language automatically,

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via Developing an artificial brain capable of using language in a way that...servants Here is the human being, Its subject is language and computers. ,This is done by translating the language into mathematical symbols that the computer understands.(Walid Al-Anati, 2003, p. 55) In this context, one of those interested in this field sees: "Linguistics, as a science, is closely related to industrial technologies, and this process is no less important than the connection of the physical sciences or the chemical sciences to industrial technologies." The importance of this connection is evident through the applied fields of computational linguistics. (Hamidi bin Youssef, 2019, p. 11)

The issue of scientific communication between computers and Arabic linguistic research, as Ibrahim Anis mentions, was in Kuwait in 1971. The book Arabic Language and Computers by Dr. Nabil Ali in 1988 is considered the first book to deal with the subject of computational linguistics. (Walid Al-Anati, 2005, p. 61)

Computational linguistics has applications that serve as a key to deciphering codes. Abdul Rahman Al-Hajj Saleh confirms that it is a very broad scientific and applied field, as he says: "...it includes many applications such as machine translation, automatic correction of typographical errors, computer-aided language learning, automated documentary work, machine speech synthesis with artificial composition of linguistic sounds, and many others. It is among the pioneering research and its benefit to Arabic is very great." (Hamidi Bin Youssef, 2019, p. 16)

Walid Al-Anati focuses his work on computational linguistics as a modern scientific field.! Contributing to the service and development of the language, through the use of computer technologies in analyzing linguistic structures and processing texts automatically. He emphasizes that this field of knowledge offers broad prospects for preserving the language and facilitating its use in digital environments.

Consideration" Arabic for Non-Native Speakers" is a science A independent A:

Walid Al-Anati's view that "Arabic for Non-Native Speakers" is an independent field of study rests on a number of methodological and epistemological foundations, most notably::

Learner privacy The learner of Arabic as a (foreign) language differs linguistically, culturally and cognitively from the native speaker, which necessitates different educational approaches.

Difference in goals Teaching Arabic to non-native speakers aims not only at linguistic proficiency, but also at achieving communicative and cultural competence.

Special theories and approaches This field is based on theories of second language acquisition, error analysis, career

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progression, curriculum design according to the reference framework, and competencies.

Structured knowledge intersection Despite benefiting from linguistics, education, and psycholinguistics, he has his own independent research tools and questions.

Accordingly, this field is not merely an applied branch, but a science in its own right with its own subject matter, methodology, and objectives, which is what Al-Anati emphasizes in his theorizing of this field..

2. Curriculum development and design of educational materials At Anati's:

Al-Anati is known for his field efforts in curriculum evaluation and design, and one of the most prominent features of his methodology is :

—Applying international standards:

He was among the first to advocate for the adoption of international standards, such as the framework ACTFL The American framework is based on analysis evels, skills, and competencies: Levels are divided into five main categories: distinguished, advanced, intermediate, and beginner. Each level is further divided into three subcategories: upper, middle, and lower. Language skills are divided into listening, speaking, reading, and writing. Competencies are of three types: linguistic competence, communicative competence, and cultural competence..

Common European Framework of Reference CEFRIn designing Arabic language learning series, Common European Framework of Reference for Languages (CEFR) It is a global framework used to determine language proficiency levels, and aims to provide a standardized measure for assessing individuals' competence in language learning.

—Skills integration:

The four language skills are (listening, speaking, reading and writing). Listening is considered one of the means that the learner relies on to acquire language, information and various knowledge, as spoken words play an important role in the learning process and are the most common and effective tool in the early educational stages. Listening, therefore, is an activity that involves complex processes; it is a focused process in which the listener gives special attention and intentional focus to the sounds that his ear receives. And There is no doubt that listening plays an important role in the lives of individuals in general and learners in particular, which necessitates that it receives a sufficient share in language teaching programs to achieve its intended goal, especially in the early levels.(Abdul Majeed Issani, 2011, p. 110)

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Speech is considered the main form of linguistic communication for humans, and as such it is considered the most important part of linguistic practice and its uses.(Ali Ahmed Madkour, 1991, p. 111) ,It is a skill that requires the learner to be able to use the sounds of the language correctly. This is done in the listening stage, where the learner masters the morphological forms and the system of word formation, and the skill of speaking develops to appear in the ability to formulate the language well in its social context.(Maher Shaaban Abdel Bari, 2011, p. 107), Speaking is not just a simple act that happens suddenly, but a complex process. Despite its sudden appearance, it takes place in several steps, which are, in order: stimulation, thinking, formulation, and pronunciation. (Ali Ahmed Madkour, 1991, p. 109)

Reading is the third skill, a cognitive process based on decoding symbols called letters to form meaning and reach the stage of comprehension and understanding. It is of two types: silent reading and oral reading. Silent reading involves no sound or movement of the tongue or lips and relies on visual perception. Oral reading, on the other hand, is the conversion of written symbols into spoken sounds. Language teachers should strive to improve learners' reading skills because through reading, learners gain intellectual nourishment and emotional refinement. It is also an important means of communication, through which individuals acquire knowledge and culture, and it serves as a primary tool for academic achievement and filling leisure time.

Writing skills come in fourth place. It is It is a re-The encoding of spoken language is done linearly, through forms that are linked to each other according to a specific system and law that was previously agreed upon. Each of the written forms is considered to represent a linguistic sound that it refers to. The goal This includes conveying opinions, ideas, needs, and feelings to others.. The skill of writing is of three types: firstly, alphabetic drawing, secondly, handwriting, and thirdly, written expression. These represent the educational levels in progression. (Abdul Majeed Issani, 2011, p. 128)

Walid Al-Anati emphasizes the need to integrate the four language skills into a unified communicative context, so that grammatical rules are acquired through the functional practice of the language, not through teaching them separately and abstractly..

—Linguistic contrast And:

Al-Anati refers to the reciprocal effects that occur in the learner who is exposed to two languages, and how the juxtaposition of them can create linguistic difficulties depending on the level of exposure and educational circumstances.

Al-Anati's contrastive approach is based on comparative linguistics and contrastive

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analysis between languages (and sometimes within a single linguistic system), to understand similarities and differences and to explain their impact on second language learning and on the formation of linguistic theories themselves..

It also links contrastive analysis in language teaching with theoretical developments in modern linguistics, to provide an integrated vision between theory and practice..(Walid Al-Anati, 2009, p. 78)

3. The most prominent Interests the Educational material for Al-Anati:

Dr. Walid presented a number of studies addressing educational problems, the most important of which are:

—Issues of language planning and language policy:

Language planning It is a systematic activity that defines goals and practical strategies to guide language use within society and solve linguistic problems related to language education, media, administration, and national identity. In Al-Anati's view, language planning is not merely about setting rules, but also includes studying the economic and social feasibility of proposed language policies..(Walid Al-Anati, 2012, p. 137)

As for language policy In the view of Al-Anati, FIt is the intellectual framework and sovereign decisions that the state or society makes regarding the status of language and its functions in the state (such as the language of education, the official language, Arabization, etc.).and Policy is the highest step upon which planning and practical implementation are built.. (Walid Al-Anati, 2020, p. 189)

—Developing proficiency tests:

There International and well-known tests: K Arabic language proficiency test ALP The is Designed for non-Arabic speakers. And Measures reading and Listen, and Rules and Vocabulary. He is Used in international universities and language centers. And Gives a general level result. And there ea. test ACTFL (OPA/WPT–Arabic) And he is M Internationally approved, It focuses on communication skills. It means level (Beginner - Advanced) and Suitable for academic and professional purposes.

There are also institutional and university tests that deal with proficiency tests in the Arabic language, and these are widespread in Arab countries.

And Contribute Walid Al-AnatiIn laying the foundations for objective and accurate language proficiency tests.

Critique of existing curricula:

The critical analytical studies conducted by Walid Al-Anati offer a detailed view of widespread educational series, through an

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analysis of their cognitive structure, pedagogical methods, and representation of educational content. These studies focus on the extent to which these series align with the desired educational objectives, their effectiveness in supporting active learning, while identifying methodological or didactic weaknesses, and proposing more effective alternatives or design standards for educational content..

4. Academic and training activities For the Anati:

In addition to Jahan This in The composition extended His activity To include:

—Teacher preparation:

In the field of education in general, the subject of teacher preparation includes the following elements:

a) Academic training Providing teachers with theoretical knowledge and academic content related to their specializations.

b) Educational training Teaching teachers modern teaching methods and techniques such as active learning strategies and classroom management techniques.

c) Vocational training: Improving practical skills such as using technology in education and continuous assessment.

d) Interacting with students: Enhancing the ability to communicate with students, understand their psychological and social needs, and provide the necessary support.

And partner Walid Al-AnatiIn dozens of training courses to qualify Arabic teachers for non-native speakers, stressing that the teacher is the backbone of the educational process.

—International conferences:

Among the international conferences and events in the field of teaching Arabic to non-native speakers, we mention:

1- The International Conference on Teaching Arabic to Non-Native Speakers This conference is held in different locations around the world and is an academic gathering that addresses the latest trends in teaching Arabic. Many experts participate in it and can contribute to discussions about methods and approaches to teaching Arabic effectively.

2- Conference of the International Association for the Education of the Arabic Language The International Association is considered one of the important platforms that brings together academics and teachers from around the world to discuss their research and exchange ideas about teaching Arabic.

3- Conference on the Arabic Language and its Teaching in the Digital Age: This type of conference discusses the use of modern technologies and digital media in teaching Arabic, which is an important topic,

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especially with the great progress in e-learning.

4- The annual conference of the Arab Center for Teaching Arabic The Arab Center organizes several conferences that focus on methods of teaching Arabic to non-native speakers.

Walid Al-Anati Active presence in Events and conferences International Which deals with the future of the Arabic language, where it offers insights into "language computing" and "digital education".

Conclusion:

Researcher Walid Ahmed MahmoudAl-Anati is a prominent academic and researcher in the field of linguistics. Language teaching He is known for his extensive contributions to the development of Arabic language education and the use of technology in it. sort Scientific A Professor of Applied Linguistics. He served as Dean of the Faculty of Educational Sciences at the UNRWA Center in Jordan and He worked as a professor in the Arabic Language Department at the University "Petra" Jordanian. And He worked as a professor at Qatar University and Harvard University (Program CASA In Jordan) ,He go ton Bachelor's Master's and PhD In Arabic from the University of Jordan.

Dr. Al-Anati focuses his research on several modern fields in the perhaps andM Al-Lugha With From them: Applied Linguistic she Computational Linguistics, Language planning and language policy, forensic and economic linguistics. He has more than thirty solo and collaborative research papers, in addition to several books, and among the most prominent titles of his works are: Arabic language and contemporary issues; Arabic in applied linguistics. Computational Linguistics: Key Concepts Discourse analysis and composition instruction for non-Arabic speakers, teaching Arabic vocabulary to non-native speakers. Applied Linguistics: Issues and Fields, Research in "Linguistic Corpus" and "Forensic Linguistics" "And "Arabization".

It is the Researcher Walid Al-Anati is one of the prominent academic figures who contributed radically to the development of the field of “teaching Arabic to non-native speakers,” as he combines in his approach linguistic foundations with modern linguistic theories.

His efforts are focused on several key areas that have made him a reference in this field., and effort shift is characterized by realism; it does not view the Arabic language merely as a set of traditional forms, but as a living entity that needs modern tools to present it to the world effectively and attractively..

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