

ARABIC LANGUAGE TEACHING IN THE FIRST PHASE OF PRIMARY SCHOOL IN ALGERIA

تدريس اللغة العربية في الطور الأول من التعليم الابتدائي بالجزائر

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ABSTRACT

The study examined Arabic language teaching in Algeria through a survey of 572 primary school teachers from 86 schools across 11 provinces, using a descriptive-analytical approach. The results revealed a high level of awareness regarding the importance of communicative context, particularly in reading (92%) and listening (78%), as well as considerable attention to the explanation of basic vocabulary (66%–81%). However, significant shortcomings were identified in the use of semantic fields (17%), the assignment of applied homework activities (51%), and the development of the social dimensions of language use (41%). Functional communicative competence generally yielded positive results, ranging from 65% to 92%, with oral production achieving the highest score (92%). Nevertheless, the ability to link linguistic accuracy to actual language use remained relatively weak (32%). The study concludes that the shift from a formal, structure-oriented approach to a functional, communicative one remains incomplete and uneven. It therefore highlights the need to integrate pragmatic, semantic, social, and cognitive dimensions in order to foster comprehensive linguistic competence.

Keywords:

Arabic Language Teaching; Communicative Approach; Linguistic Competence; Primary Education; Vocabulary Repertoire.

ملخص:

هدفت الدراسة إلى التعرف على طريقة تدريس اللغة العربية في مرحلة التعليم الابتدائي بالجزائر من خلال مسح شمل 572 معلما في المرحلة الابتدائية من بين 86 مدرسة عبر 11 ولاية باستخدام المنهج الوصفي التحليلي. حيث كشفت النتائج عن وعي عال بأهمية السياق التواصل في التدريس بنسبة 92% في القراءة، 78% في الاستماع، واهتمام قوي بشرح المفردات الأساسية بنسبة تراوحت بين 66%-81%. ومع ذلك، ظهرت نقاط ضعف كبيرة في استخدام الحقول الدلالية بنسبة 17%، والواجبات المنزلية التطبيقية بنسبة 51%، وتطوير الأبعاد الاجتماعية للغة بنسبة 41%. أظهرت الكفاءة التواصلية الوظيفية نتائج إيجابية بشكل عام وذلك بنسبة تراوحت بين 65%-92%، حيث احتل الإنتاج الشفوي المرتبة الأولى بنسبة 92%، إلا أن ربط الدقة اللغوية بالاستخدام الفعلي ظل ضعيفا ونسبته 32%. وخلصت الدراسة إلى أن الانتقال من التركيز الشكلي إلى التركيز الوظيفي غير مكتمل وغير متوازن، مع التأكيد على ضرورة دمج الأبعاد التداولية والدلالية والاجتماعية والمعرفية لبناء كفاءة لغوية شاملة.

الكلمات المفتاحية:

التعليم الابتدائي، تعليم اللغة العربية، الرصيد المعجمي، الكفاءة اللغوية المقاربة التواصلية.

1. INTRODUCTION

The teaching of Arabic language holds an important position in the Algerian educational system. A study on the Arabic language and its place in educational curricula at the primary level in Algeria emphasizes the importance of the communicative dimension of language and its role in transmitting societal values and culture while preserving its identity (Abdul Hay,2024 , p.14-31) However, despite the efforts made to develop Arabic language teaching curricula and adopt the competency-based approach and the communicative approach, the reality of teaching it at the primary level, especially in its first phase, faces multidimensional challenges that require in-depth research and study to understand their nature and propose appropriate solutions.

The primary stage, particularly its first phase, represents the fundamental foundation for building the learner's linguistic competencies, where they acquire initial skills in reading, writing, and oral and written expression. According to the

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quality of education the learner receives during this critical stage, their educational capacity and ability to comprehend concepts and structural competencies in subsequent stages are determined. Therefore, any deficiency or shortcoming in Arabic language teaching during this stage will negatively impact the learner's entire educational trajectory.

The Algerian educational system has undergone several reforms since independence, the most recent being the adoption of the competency-based approach and the transition to embracing the communicative approach in Arabic language teaching. This approach, which is based on pragmatic theory and sociolinguistics, aims to enable learners to use language in authentic communicative situations, rather than merely memorizing grammatical and morphological rules. However, implementing this approach encounters several methodological, pedagogical, and sociolinguistic obstacles. The issue of teachers' communicative competencies and their ability to use the communicative approach in classrooms poses a fundamental problem. The teacher is the primary mediator in transmitting linguistic knowledge and developing communicative skills among learners, and any deficiency in their training or understanding of the adopted approach directly affect learners' performance. Moreover, their daily teaching practices—in terms of explaining vocabulary, clarifying communicative contexts, and utilizing learners' prior linguistic acquisitions—play a pivotal role in the success or failure of the educational process. (Ministry of National Education,p.2016)

A study on language teaching according to the communicative approach in Algerian schools (fourth year middle school level) reveal several implementation problems, most notably the failure to provide learners with an authentic communicative environment similar to the one they experience in reality, which hinders the development of their communicative competence. It shows that although teachers are aware of the importance of the communicative approach, they face difficulties to activate it practically within classrooms. (Marir ,2018, p. 195-205)

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In this context, this research aims to examine the reality of Arabic language teaching in the first phase of primary education in Algeria, through a field study based on a questionnaire directed to teachers. The study seeks to reveal teachers' actual practices in teaching Arabic language, the extent of their application of the theoretical principles of the communicative approach, and the difficulties they face in doing so. It also aims to diagnose strengths and weaknesses in the educational process, with the goal of providing practical recommendations that contribute to improving the quality of Arabic language teaching and developing learners' linguistic competencies.

Accordingly, the fundamental problem that this research addresses is the reality of teachers' educational practices in teaching Arabic language in the first phase of primary education, and the extent of their alignment with the theoretical principles of the communicative approach adopted by official curricula. Several sub-questions emerge from this central questioning, forming the main research axes:

- To what extent do first-phase teachers pay attention to clarifying the communicative context and the relationship between speaker and addressee in listening comprehension and reading activities?
- Do teachers link language teaching to the learners' sociocultural context?
- How do teachers deal with explaining vocabulary and enriching learners' lexical repertoire?
- Do teachers clarify the rules for using vocabulary and structures in their appropriate communicative contexts?
- To what extent is the logical linguistic faculty (deduction, comparison, linking part to whole) developed in learners?
- Is language teaching integrated with the development of critical and analytical thinking skills?
- Is there a connection between linguistic correctness, proper comprehension, and proper use in the evaluation process?

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- To what extent is evaluation balanced across different language activities (listening comprehension, oral expression, reading, written production)?

2. Definition of Terms

2.1- Communicative Approach: A set of methods and methodologies that aim to develop and enhance the learner's communicative competence through functions and concepts, and by creating situations that somewhat resemble situations found in real life. (Al-Mutawakkil, 2010, p. 13)

2.2 - Competency-Based Approach: The approach is a theoretical conception of a specific task whose objectives are to be achieved. Competency, according to Perrenoud, is the ability to mobilize various cognitive resources to address a particular type of situation. (Zahnin, ,2014, p. 184)

2.3- Communicative Competence: The learner's ability to use language appropriately and effectively in various authentic communicative contexts, not merely knowledge of linguistic rules. (Marir ,2018, p. 195-205)

2.4- Arabic Language Teaching: A set of methods and techniques specific to teaching and learning Arabic language, aimed at developing the learner's linguistic knowledge and acquisitions and employing them correctly to achieve the stated objective. (Ben Farouj, Bourzak,2017, p. 112)

2.5- First Phase of Primary Education: The first educational stage that includes the first and second years of primary education, representing the fundamental foundation for building linguistic competencies, such as acquiring initial skills in reading, writing, and oral and written expression. (Ministry of National Education, 2016)

3. Methods and Materials

3.1- Study Design: This study adopt the descriptive-analytical method, as it allows us to gather information about the reality of teachers' educational practices in teaching Arabic language in the first phase of primary education, and the extent of

their alignment with the theoretical principles of the communicative approach adopted by official curricula.

3.2- Study Sample: The study sample include Arabic language teachers at the primary education level who teach or have taught the first phase, from various primary schools distributed across 11 provinces, as shown in the table below:

Province Name	Number of Teachers	Number of Primary Schools
Tiaret	99	7
Chlef	119	10
Algiers East	15	2
Tissemsilt	8	2
Ain Defla	20	5
Setif	15	4
Tipaza	81	12
Algiers Center	41	14
Algiers West	92	13
Tebessa	47	10
El Oued	35	7
Total	572	86

Table 1: The distribution of the sample across the states of the country

3.3- Data Collection Tool: The study instrument consists of a questionnaire, which is the appropriate tool for collecting the information and data necessary for the current study. The questionnaire include five main axes, with each axis containing a set of items where responses are given according to a three-point Likert scale (always, sometimes, never). To verify its validity, the instrument has been presented to a number of reviewers and specialists to provide observations and suggestions. Modifications were made and the final version of the instrument was obtained.

3.4-Validity and Reliability of the Tool: To ensure the robustness of the study tool, its psychometric properties were rigorously evaluated using both content validity and internal consistency validity. The content validity process involved a panel of Ten multidisciplinary experts, who were intentionally selected based on their extensive expertise, academic qualifications, and relevant field experience in the study's domain. These experts were formally invited to review the initial draft of the tool to assess the relevance, clarity, and comprehensiveness of each item. Based on their qualitative feedback and structured evaluations, necessary modifications, refinements, and deletions were executed to ensure the tool accurately measures the intended constructs. Following this, internal consistency validity was conducted to verify the reliability and harmony among the questionnaire items.

3.5- Statistical Analysis: Percentages were used to estimate the rate of teachers' application of each item in order to identify the reality of teachers' educational practices in teaching Arabic language in the first phase of primary education, and the extent of their alignment with the theoretical principles of the communicative approach adopted by official curricula.

4. Presentation of the findings
4.1-The interpersonal dynamics and engagement between discourse participants within listening comprehension and reading activities

Item	Always	Sometimes	Never
1- I clarify the context of the text (situation) in the listening comprehension activity	78%	22%	0%
2- I clarify the relationship between the speaker and the addressee (in the listening comprehension activity)	55%	35%	10%
3- I provide illustrative examples to demonstrate the context of the text (situation) (in the listening comprehension activity)	90%	10%	0%
4- I pose various questions to assess the extent of learners' understanding of the text context (situation) (in the listening comprehension activity)	77%	20%	3%
5- I pose various questions to assess the extent of learners' understanding of text elements related to the speaker and the addressee (in the listening comprehension activity)	65%	30%	5%

Item	Always	Sometimes	Never
6- I clarify the context of the text (situation) in the reading activity	92%	8%	0%
7- I clarify the relationship between the speaker and the addressee in texts (reading activity)	68%	30%	2%
8- I provide illustrative examples to demonstrate the relationship between the speaker and the addressee in texts (reading activity)	71%	26%	3%
9- I pose various questions to assess the extent of learners' understanding of the text context (situation) in the reading activity	80%	14%	6%
10- I pose various questions to assess the extent of learners' understanding of text elements related to the speaker and the addressee (in the reading activity)	65%	22%	13%
11- I assign homework that benefits learners in utilizing their learning related to (the situation and the relationship between speaker and addressee)	51%	37%	12%

Table 2: The communicative context and the relationship between the parties involved in discourse in listening comprehension and reading activities.

This table focuses on measuring the extent to which teachers pay attention to clarifying the communicative context and the relationship between the parties involved in discourse in listening comprehension and reading activities. The results indicate high awareness of the importance of context, with 92% recorded in reading activity and 78% in listening comprehension, reflecting teachers' commitment to pragmatic theory. That is, words alone are insufficient for decoding a message, it is essential to ascertain who says what, to whom, when, and where. Educators here recognize that students cannot fully comprehend a spoken or written text merely by translating words; instead, they must actively contextualize them within the surrounding environment. Illustrative examples also show high percentages (90% in listening comprehension and 71% in reading), demonstrating recognition of the importance of learning through concrete examples. However, the item related to homework assignments recorded a moderate percentage (51%), indicating the need to strengthen learning continuity outside the classroom. It is notable that reading activity receives greater attention in clarifying context compared to listening

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comprehension, which may reflect the nature of written text that requires clearer interpretation of absent context. Additionally, the high percentages in asking various questions (77%-80%) reflect a good assessment strategy for learners' comprehension. The main recommendation here is to unify attention to context across all language activities and strengthen the link between linguistic context and the learners' sociocultural context, while increasing focus on practical homework assignments that help consolidate the concept of situation and communicative relationships between interlocutors.

4.2- The exploration of teachers' practices in enriching the lexical repertoire and explaining vocabulary across various language activities

Item	Always	Sometimes	Never
1- I explain vocabulary and link it to its meanings in the listening comprehension activity	66%	30%	4%
2- I link vocabulary explanation to learners' reality by providing illustrative examples from their environment in the listening comprehension activity	23%	45%	32%
3- I use linguistic explanations (I explain using synonyms and antonyms...) to simplify the meanings of words and structures for learners in the listening comprehension activity	42%	44%	14%
4- I enrich learners' lexical/linguistic repertoire by linking vocabulary to its semantic and lexical fields in the listening comprehension activity	17%	54%	29%
5- I monitor the proper use of vocabulary meanings in the listening comprehension activity	63%	26%	11%
6- I train learners on correct pronunciation of vocabulary and phonetic segments in the listening comprehension activity	72%	21%	7%
7- I explain vocabulary and link it to its meanings in the reading activity	81%	19%	0%
8- I link vocabulary explanation to learners' reality by providing illustrative examples from their environment in the reading activity	41%	39%	20%
9- I use linguistic explanations (I explain using synonyms and antonyms...) to simplify the meanings of words and structures for learners in the reading activity	61%	32%	7%
10- I enrich learners' lexical/linguistic repertoire by linking vocabulary to its semantic and lexical fields in the reading	17%	66%	17%

Item	Always	Sometimes	Never
activity			
11- I monitor the proper use of vocabulary meanings in the reading activity	62%	35%	3%
12- I train learners on correct pronunciation of vocabulary and phonetic segments in the reading activity	70%	25%	5%
13- I explain vocabulary and link it to its meanings in various Arabic language activities	56%	25%	19%
14- I link vocabulary explanation to learners' reality by providing illustrative examples from their environment in various Arabic language activities	73%	13%	14%
15- I monitor the proper use of vocabulary meanings in various Arabic language activities	81%	15%	4%
16- I enrich learners' lexical/linguistic repertoire by linking vocabulary to its semantic and lexical fields in various Arabic language activities	55%	32%	13%

Table 3: The exploration of teachers' practices in enriching lexical repertoire and explaining vocabulary across various language activities

This table measures teachers' practices in enriching the lexical repertoire and explaining vocabulary across various language activities. The results reveal strong attention to basic vocabulary explanation, with percentages ranging between 66% and 81%, reflecting commitment to this fundamental task. However, there is a severe weakness in using semantic and lexical fields, with very low percentages (17%) recorded in both listening comprehension and reading activities, indicating a significant shortcoming in applying semantic field theory, which helps learners organize their mental lexicon logically. A clear contradiction is also observed in linking vocabulary to learners' reality, where only 23% was recorded in listening comprehension and 41% in reading, while it jumped to 73% across various activities, reflecting variability in teaching practices. Among the notable positivities is attention to the phonetic aspect and training on correct pronunciation with high percentages (70%-72%), reflecting awareness of the importance of phonological awareness at the primary level. The main recommendation is urgent training for teachers on using semantic and lexical fields, strengthening the systematic linking of vocabulary to

learners' lived contexts across all activities, unifying teaching practices, and employing contextual learning techniques.

4.3- The measurement of functional communicative competence.

Item	Always	Sometimes	Never
1- I clarify the rules for using vocabulary, expressions, and structures when explaining any word	56%	22%	22%
2- I link the correctness of vocabulary and expressions to their proper use in various communicative situations when explaining any word	32%	45%	23%
3- I clarify the rules for using vocabulary and link it to its appropriate context in the listening comprehension activity	90%	10%	0%
4- I train learners on the proper use of vocabulary by creating communicative situations among them in the listening comprehension activity	77%	20%	3%
5- I clarify the rules for using vocabulary and link it to its appropriate context in the oral production activity	65%	30%	5%
6- I train learners on the proper use of vocabulary by creating communicative situations among them in the oral production activity	92%	8%	0%
7- I provide examples illustrating the rules for using vocabulary in its appropriate contexts in the oral production activity	68%	30%	2%
8- I clarify the rules for using vocabulary and link it to its appropriate context in the reading activity	71%	26%	3%
9- I train learners on the proper use of vocabulary by creating communicative situations among them in the reading activity	80%	14%	6%
10- I monitor the proper use of vocabulary and expressions in the written production activity	65%	22%	13%

Table 4: The measurement of functional communicative competence, that is, learners' ability to use language in its appropriate contexts.

This table measures functional communicative competence, that is, learners' ability to use language in its appropriate contexts. The results are generally positive, with high percentages ranging between 65% and 92%, indicating good awareness of the importance of the communicative approach. Oral production activity leads the results with 92% in training learners on proper use by creating communicative situations, reflecting teachers' recognition that communicative competence develops

primarily through actual oral practice. Listening comprehension activity also recorded a high percentage (90%) in clarifying usage rules, indicating attention to the theoretical aspect before practice. However, there is relative weakness in item 2 (32%) related to linking the correctness of vocabulary to its proper use, indicating a shortcoming in connecting the formal aspect and the functional aspect of language. The high percentages in creating communicative situations (77%-92%) reflect good application of learning by practice and the competency-based approach adopted in the Algerian curriculum. The main recommendation is to strengthen awareness of the dialectical relationship between linguistic form and communicative function, diversify communicative situations to include multiple realistic life contexts, continue focusing on oral production, and integrate formative assessment into communicative situations.

4.4- The measurement of developing cognitive-linguistic abilities (deduction, comparison, similarity, linking part to whole) and social communicative competence

Item	Always	Sometimes	Never
1- I encourage learners to employ their logical linguistic abilities related to deduction in various Arabic language activities (such as: reaching a linguistic conclusion based on some linguistic information provided)	77%	20%	3%
2- I encourage learners to employ their logical linguistic abilities related to linking part to whole in various Arabic language activities (such as: this meaning is part of that one, or this word is part of that one)	65%	30%	5%
3- I encourage learners to employ their logical linguistic abilities related to observing similarity between word meanings and their structures in various Arabic language activities	72%	21%	7%
4- I encourage learners to employ their logical linguistic abilities related to comparing word meanings and their structures in various Arabic language activities	81%	19%	0%
5- I work on developing learners' social competence by clarifying social relationships between interlocutors in the listening comprehension activity	41%	39%	20%

Item	Always	Sometimes	Never
6- I work on developing learners' social competence by clarifying social relationships between interlocutors in the oral production activity	61%	32%	7%
7- I work on developing learners' social competence by clarifying social relationships between interlocutors during communication in the reading activity	65%	30%	5%

Table 5: The measurement of developing cognitive-linguistic abilities (deduction, comparison, similarity, linking part to whole) and social communicative competence

This table measures the development of cognitive-linguistic abilities (deduction, comparison, similarity, linking part to whole) and social communicative competence. The results related to logical linguistic faculty are very positive, with high percentages ranging between 65% and 81%, reflecting good application of cognitive psychology in language teaching. Comparing word meanings and their structures leads the results at 81%, indicating recognition of the importance of analytical comparative thinking in language acquisition. Deduction also recorded 77% and observing similarity 72%, demonstrating attention to developing higher-order thinking skills. However, the weakest aspect is the social faculty of language, where listening comprehension activity recorded a low percentage (41%) in developing awareness of social relationships between interlocutors, indicating a shortcoming in applying the social theory of language. Performance gradually improves in oral production (61%) and reading (65%), reflecting increased awareness of the social dimension as activities develop. The main and most urgent recommendation is to strengthen the social dimension of language, especially in listening comprehension activity, integrate language teaching with critical thinking more deeply, develop activities that link cognitive skills with social skills, and train teachers in sociolinguistic discourse analysis.

4.5- The measurement of linking linguistic correctness to comprehension and usage, and teachers' preferred assessment methods.

Item	Always	Sometimes	Never
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Item	Always	Sometimes	Never
1- I link learners' linguistic correctness to proper comprehension of expressions and structures	41%	39%	20%
2- I link learners' linguistic correctness to proper use of expressions and structures in their communicative contexts	61%	32%	7%
3- I pose evaluative questions to ensure proper employment of new linguistic learning in appropriate communicative situations	62%	35%	3%
4- I place learners in different communicative situations with the aim of assessing their communicative competencies	70%	25%	5%
5- I consider listening comprehension activity the best means of assessing learners' competence in using words and structures in their proper positions and contexts	56%	25%	19%
6- I consider oral production activity the best means of assessing learners' competence in using words and structures in their proper positions and contexts	73%	13%	14%
7- I consider reading activity the best means of assessing learners' competence in using words and structures in their proper positions and contexts	17%	66%	17%
8- I consider written production activity the best means of assessing learners' competence in using words and structures in their proper positions and contexts	62%	35%	3%
9- I consider integration sessions the best means of assessing learners' ability to use words and structures in their proper positions and contexts	70%	25%	5%
10- I consider all language activities a means of assessing learners' ability to use words and structures in their proper positions and contexts	56%	25%	19%

Table 6: The measurement of linking linguistic correctness to comprehension and usage, and teachers' preferred assessment methods.

This table measures the linking of linguistic correctness to comprehension and usage, and teachers' preferred assessment methods. The results reveal a clear priority for the functional aspect over the formal aspect, where linking correctness to proper usage recorded 61% compared to only 41% for linking it to proper comprehension, reflecting a functional approach to language teaching but with weakness in the cognitive aspect. Regarding assessment methods, oral production leads the results at 73%, followed by integration sessions at 70%, confirming that oral communicative competence is the primary criterion for assessment. These are followed by written

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production at 62% and listening comprehension at 56%. Alarmingly, reading activity recorded the lowest percentage (17%), indicating serious neglect of the role of reading as an assessment tool for linguistic competence, despite its importance in measuring comprehension and analysis. Additionally, considering all language activities as an assessment tool recorded a moderate percentage (56%), reflecting a contradiction with the significant disparity between different activities. The main recommendation is a radical reassessment of the role of reading as a linguistic assessment tool, strengthening the link between linguistic correctness and proper comprehension, developing balanced and varied assessment tools that include all activities equally, and training on continuous formative assessment across all language activities.

5. Discussion of the findings

Through our review of the study results, we conclude that teachers have high awareness of the importance of communicative context, with the percentage of clarifying situation reaching 92% in reading and 78% in listening comprehension. These results align with what emphasized in his model of communicative competence, (Hymes,1972 , p. 269-293). where he considered situation a fundamental element that cannot be separated from the communicative process. The high percentage of attention to context reflects teachers' influence by the pragmatic approach adopted in the Algerian curriculum, which focuses on language as a tool for communication in specific social contexts.

However, the disparity between reading activity and listening comprehension can be explained by the fact that written text lacks direct contextual elements such as gestures and tone of voice, which requires greater pedagogical compensation to clarify the absent context. The moderate percentage for homework assignments (51%) contradicts recommendations regarding the importance of continuous practice

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and social interaction for consolidating learning, indicating a need to strengthen learning continuity outside the classroom. (Vygotsky,1978).

Regarding enriching lexical repertoire and explaining vocabulary, the results showed strong attention to basic vocabulary explanation (66%-81%), but severe weakness in using semantic and lexical fields (17%) constitutes a significant shortcoming. (Nation, 2001) study confirms that organizing vocabulary in semantic networks and lexical fields facilitates retrieval and effective use, and enhances lexical depth among learners. The mental lexicon is not a random list of words, but rather an organized network of semantic relationships, which necessitates teaching vocabulary within its fields.

The contradiction in linking vocabulary to learners' reality (from 23% to 73% depending on the activity) violates the principles of contextual learning, which emphasizes that learning is more effective when connected to learners' life experiences. Attention to the phonetic aspect (70%-72%) aligns with studies that have proven that phonological awareness at the primary level is closely linked to subsequent reading and writing success.

Regarding the axis of functional communicative competence, the results showed that training learners on proper use of vocabulary aligns with the communicative approach established by Canale & Swain which emphasizes that the primary goal of language learning is achieving actual communicative competence, not merely theoretical knowledge of linguistic rules. (Canale, & Swain,1980, p. 1-7) Communicative competence includes four fundamental components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

Additionally, oral production leading the results (92%) reflects good application of the principle of learning by practice, as actual oral practice enhances language

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acquisition more than passive reception. The relative weakness in linking formal correctness to communicative function (32%) indicates a need for better balance between linguistic accuracy and communicative fluency.

Regarding cognitive-linguistic abilities and social competence, the results ranged between (65%-81%). The development of cognitive abilities aligns with the cognitive theory developed by Vygotsky which emphasizes that language acquisition requires activating higher cognitive processes such as deduction, comparison, and analysis. Additionally, the comparison level leading the results (81%) reflects stimulation of critical thinking and self-discovery of linguistic rules. (Vygotsky, 1978)

However, the weakness in developing the social faculty of language (41% in listening comprehension) contradicts Vygotsky's sociocultural theory, which emphasizes that language is primarily a social phenomenon, and that understanding social relationships between interlocutors is fundamental to achieving effective communication. Language is not acquired in a social vacuum, but rather through interaction with others and understanding social roles and relationships.

Regarding linguistic correctness and assessment, the priority for the functional aspect (61%) over the cognitive aspect (41%) reflects the influence of the functional approach on teaching practices, but neglects the cognitive dimension, which emphasizes that awareness of linguistic structures is necessary for effective acquisition. Oral production leading assessment methods (73%) aligns with the recommendations of Bachman & Palmer in the field of language assessment, who emphasized that authentic assessment must reflect the actual use of language in real communicative contexts. Additionally, neglecting the role of reading as an assessment tool (17%) constitutes a significant shortcoming, as reading is a vital indicator of deep comprehension and analytical ability. The disparity in adopting different activities for assessment contradicts the principle of comprehensive

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assessment, which emphasizes the necessity of using varied assessment tools to measure all aspects of linguistic competence. Accordingly, the study results show that Arabic language teachers' practices clearly tend toward adopting the functional communicative approach, where high awareness is recorded regarding the importance of communicative context, functional competence, and developing learners' cognitive-linguistic abilities, especially in listening comprehension and oral production activities. The high percentages in most items also reflect reasonable commitment to the competency-based approach and to the principles of pragmatics and cognitive psychology, through focusing on deduction, comparison, communicative practice, and phonetic training. (Bachman, & Palmer, 1996).

However, this positive orientation is met with a number of methodological imbalances, most notably the weak utilization of semantic and lexical fields, irregular linking of vocabulary to learners' reality, and shortcomings in highlighting the social dimension of language, especially in listening comprehension activity. The results also reveal an imbalance in the assessment system, represented by marginalizing the role of reading as a tool for evaluating linguistic competence, weak linking between linguistic correctness and deep understanding of meaning, versus excessive focus on oral use.

These findings can be interpreted in light of Halliday's functional theory of language, which considers language primarily as a social semiotic system used to construct meaning within social interaction. Accordingly, the weak attention paid to the social dimension of communication reflects a limited integration of authentic communicative practices in classroom instruction.(Halliday, 1978).

6. CONCLUSION

The study concludes that Arabic language teaching at the primary level is witnessing a partial transition from formal focus to functional focus, but this transition remains incomplete and unbalanced. The success of the communicative

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approach remains contingent upon integrating its pragmatic, semantic, social, and cognitive dimensions, not merely relying on oral practice alone. Accordingly, the study recommends the necessity of unifying teaching practices across different language activities, strengthening the social and contextual dimension of language, activating semantic fields in building lexical repertoire, alongside restoring the status of reading as a central tool in comprehension and assessment. It also emphasizes the importance of continuous training for teachers in the areas of pragmatics, sociolinguistics, and formative assessment, to ensure building integrated linguistic competence in learners that is capable of combining linguistic correctness, deep comprehension, and functional use in various communicative situations.

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