




A New Understanding Towards Reviewing Arabic Language Teaching And Learning

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DOI: <https://doi.org/10.33102/uij.vol36no01.542>

Abstract

The purpose of this research is to reveal the way to renew the Arabic language teaching in the Arab World. The author sheds a light of the best methodology to achieve that hope of renewal as it is eminent and the rapid changes in the world of education push towards an inevitable change. This research used a qualitative analytical approach to analyse the efficacy and feebleness of several most influential teaching approaches and methods: Personalized education, Direct Method, Audio-lingual Method, Communicative Teaching Method, in order to have a better understanding and application in the future teaching practice. The results of the study indicated that concentration on the functional usage of language particularly, the functional teaching of grammar and composition to make sure that our learners can be assisted to communicate with members of their communities easily where students can express their needs, effective positive interaction, and their interests and inclinations should be considered in teaching language. The author called strongly that teachers should be trained to personalize their teaching as this would change the teachers' methodology and teach every student according to his/her abilities.

Keywords: Curriculum, Language Learning, Pedagogy, Arabic Language

1.0 Introduction

Language renewal, in general is a problematic issue facing researchers worldwide, but it occupies a large area in the Arab World in particular, because there are those who believe that the Arabic language which we inherited from our ancestors is "sober and immutable", while others affirm that it can be developed and reconciled in harmony with the requirements of modern times. Renewing the language is a responsibility of the researchers or the people who care for that language and are absolutely keen to preserve it to maintain their identity and heritage. It is a daring task for those educators who are keen on its renewal by simplifying it to the new generations presenting it in a manner that that goes hand in hand with modern technology as it well- proven that Arabic language is flexible and adapt itself throughout ages. Educators in the Arab World should step up their efforts to develop the teaching of the Arabic language and to care for the expansion of its use, and to encourage teaching Arabic as a foreign language to the Muslim world. Countries like Indonesia, Nigeria, and Pakistan and so on are perfect example where it is a challenge to spread Arabic in them. Arabic scholars and educators need should strive to advance its development to the extent that they can meet the needs of Arabic language for the purpose of preserving and maintaining it.

The renewal of the Arabic language is a complex process in which various elements overlap.

Manuscript Received Date: 18/08/23

Manuscript Acceptance Date: 22/02/24

Manuscript Published Date: 31/03/24

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Therefore, this renewal acquires different dimensions, in which there are multiple approaches, methods and means, In addition, each of them has a school upon which the guardians are based on the integrity of the Arabic language, those who are keen to serve it, and those who seek to advance it as language, as we all know, plays an important role in preserving our identity and heritage (Vann, R. & Abraham, R. 1990).

The diversity and multiplicity in dealing with the Arabic language are the source of its strength and richness. Looking after a language means enhancement of its linguistic renewal, and the enrichment of the gains that are achieved in this vital field, and each share of its diligence, creativity, and innovation. The aim is, of course, promotion of the language, its advancement, and its renewal so that it acquires the conditions for integration into contemporary life. The reason for this is, that in addition to speech, each language carries with it an unspoken network of cultural values. Although these values generally operate on a subliminal level, they are, nonetheless, a major force in the shaping of each person's self-awareness, identity, and interpersonal relationships. These values are psychological imperatives that help generate and maintain an individual's level of comfort and self-assurance, and, consequently, success in life.

In the normal course of events these values are absorbed along with one's mother tongue in the first years of life. For that reason, cultural values and mother tongue are so closely intertwined in public consciousness that they are often, but mistakenly, seen as inseparable. For the majority of young Arab Natives today, culture and language have, in fact, been separated. As a result, most of these young people are trying "to walk in two worlds" with only one language. This is a far more complex and stressful undertaking than the "two worlds" metaphor would suggest.

A useful linguistic renewal - like any renewal that a person adapts to according to the calamities that occur - is not only a response to the times and changes required by time, but it is also a means of self-defence and a way to preserve and maintain Arabic language that is linked closely to identity. This is important as defending Arabic is like defending one's home and above all, Arabic- Islamic identity. History has shown that strong nations are the ones that can surpass daily their level of scientific and cultural advancement, and try to achieve this all the time so that no other nation will catch up with them. And thus bridging others, to dominate it or to merge with it. And the renewal that concerns the language is - in fact - a renewal of the way of thinking, a renewal in the vision of the world, a renewal in communication, and then in the expansion of scientific, technical and civilizational gains in general, and renewal in communication requires renewal in the use of language.

There have been always renewal requirements with reference to Arabic language. Most intellectuals are almost in full agreement that Arabic linguistics needs to be developed as is the case with all human sciences, which change from day to day in a solid manner that extends in search of perfection, and that the pursuit of change or development and production is often preceded by a sense of the need for it, so what we need is developing and updating our methodology to suit the 21st century techniques.

If our language tools were unable to preserve our language, then language shall be replaced by drastic colloquial dialects, and some scholars attributed this to mixing with other nations, so what is our ability to confront this international mixing or its effects that span hundreds of years? The truth is Arabs need to catch up with modern linguistics and get their language be involved in digital age.

There is a need to revolutionize the language teaching for Arabs and non-Arabs to safe guard its acquisition for all in the 21st century. The truth is that our attempts to renew the Arabic language are still modest and are in need for support from governments to provide funds for more research to find real solutions for this dilemma. There is an urgent need to proceed to renew methodology of teaching, modernize the curriculum to attract our learners to show love and respect for their language. Most of people who are in charge of education in the Arab World did study in Europe or America. They came with new ideas to renew the teaching of Arabic language. In my view, we cannot account for the two educational systems in terms of youth and maturity, since they do not share the same cultural background, and since, as described by Dudley-Evans and Swales themselves, they seem to reflect differences in social, moral, and ideological codes. Rather, it can be said that the Arab educational system is undergoing, particularly during the last two decades or so a drastic change. It is going through a period of transition, a transition from the age of 'stagnation' during the previous centuries to the age of strife for reform and progress.

Research Objectives

1. To analyze the procedures for preserving Arabic language teaching by relying on its constant renewal
2. To summarize the factors contributes to the spread of varieties of colloquialism and the domination of English in the Arab World

2.0 Methodology

This investigation is qualitative in approach as normally qualitative research a naturalistic and interpretive approach. It is believed that such approach can include the studied use and gathering of a range of empirical materials. Dealing with the renewal of Arabic language can be daring but it serves millions of people, students and university learners for the benefit of Arabic language acquisition, whether the students are natives or non-natives. This research used analytical approach to analyse their efficacy and feebleness of several most influential teaching approaches and methods: Personalized education, Direct Method, Audio-lingual Method, Communicative Teaching Method, in order to have a better understanding and application in the future teaching practice. Qualitative research is aimed at gaining a deep understanding of a specific organization or event, rather a than surface description of a large sample of a population. It aims to provide an explicit rendering of the structure, order, and broad patterns found among a group of participants. It is also called ethnomethodology or field research. It generates data about human groups in social settings. Furthermore, many researchers tried to improve the sharp decline of Arabic recently, despite many call and advices from Arabic intellectuals that the language is in danger due to many factors. One of these factors is the spread of varieties of colloquialism and the domination of English in the Arab World.

3.0 Results and Discussion

The Arabic language is distinguished by its resilience and stability over more than 1,500 years, so that it may be the only language, which has not undergone radical changes. An educated Arab today is able to read books from classical times and ancient manuscripts with relative ease in spite of the differences in letter forms. In contrast, the situation among European languages is different in that a great deal of change has befallen them, especially now that the total number of officially recognized European languages has reached 41 in 45 countries. Most of these languages share a common origin, going back to the same linguistic roots, and differ superficially, with dialects resembling one another from one area to another. Such dialects today have become independent languages and correspond to their cultures. This situation is due to the fact that the Arabic Language is inflectional for case, whereas most European languages are not. Most European languages have lost their inflectional/case system, while Arab language scholars have from ancient times, noticed and devoted books in the structure of sentences and other basic assets which belong to the deepest nature of the language and have maintained their existence. It is true that the Arabic language has passed through tough times such as those recorded by Ibn in his Introduction and that the situation today is no better than it was in the past, since crises are still befalling Arabic as a result of being affected by the general political and social situation in the Arab World and the external struggles between neighbouring nations and internal struggles within them, and the prominence of tribal tensions.

This study reveals that though there is an urgent need to preserve our language from loss as it is the nature and laws of life. Arabic has survived for centuries but it is time to develop the way we maintain it, the way we speak it, and the way we teach it. The change is eminent as the rapid digital technology is leaving its marks on our lives.

The discussion with almost six ministries of education in the Arab World, school heads, staff and parents over a long period of time showed that there is a relentless race between modernizing our language and the need to achieve its contemporary mission to suit the new roles of language in the 21st century. For example, there is still an issue with Arabic grammar as many students in schools and even universities find it hard to cope with it. There is a need to improve the way we teach Arabic grammar, writing as colloquialism is creeping into our lives. This is an aspect of Arabic diglossia. It is clear that we are unable to catch up with changes in the world.

In nutshell, we can classify intellectuals and linguists into two categories, the first are classicists and the second are in favour of development. In fact, the confrontation between both groups is hot and futile. Clearly, both of them are defending language but sacrificing the future of generations as ultimately no one

is a winner. The rapid changes of modern technology revolution would easily swallow their hopes to prove that change is coming and inevitable whether they accept or reject.

Most parties of this investigation have agreed that renewal is a must in the field of Arabic teaching and learning. Furthermore, shifting from memorization language which is an old method into giving skills is the first important change to our educational system. The main aim of traditional teaching was to feed in the new information and that made our students escape and take a shelter in learning English because, they felt they are learning the four skills of reading, speaking, writing and listening in a fun way that thrilled their minds.

The investigation discovered that with contemporary education, students are enjoying Arabic and excelling with every skill they are taught. I have taught Arabic to one class in a school in Bahrain in a traditional manner, and taught the same class the same lesson but using computers, phones, television and of course used the collaborative teaching method. The result was astonishing as the students were happy, keen to learn and learnt more in the second lesson.

Most of the Arabic staff in Bahrain where I directed to stop teaching the old traditional way have discovered that their teaching is more successful and parents are commending them. Needless to say that their school heads were absolutely thrilled that their students are actually excelling in a language they used to say it is so "boring". The secret was indeed, I asked staff and trained them to use KAHOOT as a program in the students' mobiles.

In a similar issue, training the staff to narrate enjoyable stories of the "Arabian Nights" and showing videos in Arabic using the computers or the television have shown a tremendous progress in their learning attitudes. At the end of the class, they left and have learned new vocabulary used and could easily narrate the story in Arabic with very little errors. Those utterances shall be carved in their minds as they are relating the picture with their learning. The Arabic staff need to introduce technology into their lessons the way English staff are introducing it. This will make a real difference in teaching and learning Arabic language.

Speaking in an easy language to students and introducing worksheets to develop the teaching of grammar is required to safeguard success to the educational process. One of the exercises that I used to develop the teaching of grammar with staff was quite simple but very effective. When we teach the past tense in Arabic language, we insist on the FATHA as the past tense verbs in Arabic is مبني, the big change used was simple yet effective as staff were asking the children to put the تشكيل الكلمة rather than learning by heart الاعراب. It did work and the tremendous changes to the attitude of students were huge as they said for the first time "we understood grammar". This is what we mean by modernizing our methodology.

Training teachers would be a priority to use modern technology. The ministries of Education in the Arab World are required to hold training sessions for teachers to update their methodology. Furthermore, more research is required to find new methods that are more fun to our children to reach happy education rather than we lose our language.

Preserving a language relies on its constant renewal

As the language accompanies the living people who use it, it is subject to changes and alterations of the age, and the safety of any language lies in its development and keeping pace with the spirit of the times, it is a living being that is subject to the law of progress and growth, and it is necessary to continue to grow and generate in it, whether its owners wanted it or not. Furthermore, any language is subject to constant change in its sounds, structures, elements, formulas and meanings, and if the speed of change in it varies from one period of time to another it is present in any case.

It is evident that language is subject to change and renewal as long as it is acquired. As long as it is acquired, it is subject to continuous change. Generally, language acquisition develops with the progress of science, technology just like a society develops with its customs and traditions. In addition, there are many factors that influence the language and work together to change it, such as contact with other societies and the scientific and technological development, as people tend to be quick and accurate in their usage of language. Also, linguistic changes may take place due to factors of geography, and these factors play a major role in changing the language in terms of its vocabulary, terms, and meanings, because language, like other social phenomena, does not cease to interact, influence and get influenced as well. "The

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corruption of language is to be petrified in its place where it loses the ability to explain the mental and social life that lives in time over ideas and events according to what society sees (Hary, B. H. 2009)".

Our Arabic, like all other languages, was in a steady movement. Certainly, it did not know the stagnation through its path except in the age of decline, as it was able in the pre-Islamic era to express the needs and experiences of its owners. With the advent of Islam, it emerged with its new concepts, as it was able to represent these concepts and express them clearly and truthfully. It is a flexible and pliant indigenous language. In the modern era, it expressed its needs and trends as its vocabulary increased due to the situation at times and the derivation at another time, and its methods varied according to the requirements of this era. We can see new terms emerging with reference to the nature of the era in all fields of knowledge, such as philosophy, medicine, science, mathematics ... etc.

Since the language is a living being, capable of growth and development, the first step in the path of development is to radically update education programs which as we all know, never stop in terms of development and renewal, starting from the fact that the educational process is a process that can be added in light of the progress of the science that surrounds it. Bearing in mind that such development is definitely limitless and in light of the data evolving, well-documented and ever changing era in all its systems.

Some researchers the linguistic renewal, on the national scene in the Arab World, would not ignore the referring to the educational process in the advancement of the Arabic language and modernizing it to keep pace with the spirit of modern times and keep pace with its developments. Ismayil, M. (2016) wonders and says: "How can a language be alive without removing it from the cemeteries of the blind imitation where our grammarians, linguists and imitators put it in the present time bring it back to real literature, science and arts?". He reaffirms that language will not unify a nation unless those who are in charge of the nation understand the fact that it is like any living organism, it should develop and advance itself. They do not refer to it, as some of them try, from drafting words and complexes of language to the era of pre-Islamic and ancient footsteps, but rather advancing it towards remaining beauty based on pure thought, deep feeling, scientific principles and smooth methods. The easiest way to develop our Arabic is by refining its grammar and reviving its literature and history by creating language awareness in the souls of its children.

The well-known thinker, Constantine Zreik, (1980) believes, in this respect, that there is a tiring race between language modernization on one hand, and its huge task in coping with progress and development. He reiterates that there is an external difficulty resulting from the accelerating development of science and the multiplication of its knowledge in all fields. As for the internal difficulty, it is represented by the failure of the issue of facilitating the rules of the Arabic language on one hand, and the limited effort that the educational authorities in the Arab countries have made in training the Arabic teachers. It is the teacher and not the curriculum or the book that matter. The teacher is the source of the educational process, if we do not provide him with intellect or culture, he would not be able to respond to the answers of his students and brings them closer to their perceptions of language learning, and creating the desire for mastery of the language and above all stimulating their enjoyment by directing them to the wealth and riches of their language.

The shout of cry made by the writer Naguib Mahfouz (2016) in the field of linguistic renewal was strong and bold enough to be recognized and aired, he said: "Language can be eliminated language through sanctifying it and preserving its heritage meticulously. We feel towards Arabic that it has sanctity because it is the language of the Quran, but the Quran will always be the Quran and its language shall stay without any modification or alteration. It will be recited to us day and night. That language shall always be accompanied by interpreted margins. Eventually, there is no fear that Arabic should enjoy the freedom just like any other modern language in every sense of the word and that it accommodates all ideas and all concepts. He believes that the progress that advances our language is slow in comparison to the spirit of the age, which is, in particular, speed, knowledge explosion, lots of inventions, and varieties of commodities.

If the vision of our Nobel Prize winner, Naguib Mahfouz (2016) that there is a gap between the slow movement of language blowouts knowledge of the era in which we live. On the other hand, there are different views that if there were certain obstacles to the use of the new Arabic language in science, culture innovation, literature, philosophy, and others. These obstacles are not related to the language itself but to the Arabic language methodology, especially its rules and grammar as these methodologies are outdated which complicates learning for our students. In fact, this is clearly an educational problem. In addition to

the lack of efficient teachers who are well-versed in Arabic, which is also an educational problem. There is also lack of standardization of terminology emerging in the language with reference to new sciences. This is due to the lack of coordination between Arab scientists in the entire Arab world, and the failure of Arab cultural institutions to play their role in this field and this is a political problem.

One can add that the new innovations of civilization, the development of science and the development of knowledge in general, are heeding our life in the world with rapid steps in a way that we cannot catch up with new changes without programmed and well-planned efforts, which is something we do not prepare ourselves for. This is in fact, a civilized problem. A group of Arab linguists think that in their linguistic intransigence, they only accept what was mentioned in the old dictionaries.

They think that by such action, they preserve the integrity of the language, hence, they miss the fact that they recognize that the language is broader than its dictionaries, and that the integrity of the language is not in the stagnation, but rather in preserving the origins, grammar, and rules of the language. Preserving our language in the expression of the needs of modern times and its requirements. The condition of these linguists who refuse everything new, under the pretext of preserving the language is like a person who wants to keep the beauty of flowers and their pleasant smell by placing them in metal cabinets, where they will wither and eventually die. Professor Dr. Kamel Hussein, a member of the Arabic Language Academy in Cairo said: "As long as language is a living organism, then preserving it is in developing that organism and bringing it into conformity with its environment".

Renewing language teaching and learning

The new methodology which emerged in the second half of the 20th century, in the field of language teaching and learning between traditional and contemporary education and the reflections of theories of psychology of Behaviourists and Gestalt or the new linguistic studies on the applied side of language acquisition can be summarized as follows:

Moving from memorization and recitation to teaching skills

The language was previously seen as a set of facts and rules. The teacher has to teach it to the learner like a parrot. The learner has to memorize and learn it, and he/she shall be judged as linguistically able or not. The primary concern of Arabic language teachers in all stages of education, from basic education to university education through secondary education, is filling the minds of students with rigid templates and lifeless rules that have no soul or life, they receive pluck and scattered parts that are scattered and torn apart, which separates learners from understanding the nature of the language and its function in their lives. This in fact made Arabic language acquisition quite far from vitality and modernity. Eventually the language lost the criteria for progress, development and growth. This method of Arabic teaching was boring, rigid and stereotyped in which there is no life or spirit in it, and the learners have been forbidden of their right to participate and interact in an unimaginable manner, with a disparity in knowledge, an aggravation of the problem, and an unimaginable dilemma in which the language was put in a limited frame only for memorizing what they had learned so that it could be repeated without understanding or having the required skills for their lives.

As for contemporary education, it is understood that language teaching aims to give learners the four language skills, speaking, listening, reading, and writing. We mean by skill as the perfect performance based on the relationship and the relationship is based on the perception. Each of these skills includes several sub-skills at the same time. The reading skill for example includes physiological skills represented in the recognition of letters and words and their correct pronunciation and movement of the eye during reading and speed in it. Whereas mental skills are represented in the wealth of vocabulary, semantics, deriving the moral lesson and interacting with what was read by criticizing and employing it.

Contemporary education has been influenced by language teaching and learning according to the Behaviourism, which sees that language is a set of habits like other behavioural habits and Skinner at Harvard University carried the banner of this trend in his famous book "Verbal behaviour". However, access to the habit should run through configuring skill, which helps in the formation of linguistic skill practice and repetition. Provided that this repetition is based on understanding, and the teacher is a role model in language practice. The teacher should follow the method of reinforcement, feedback and encouragement for the performance of the learner. His role is to direct him/her to the right practice if he/she was wrong. In actual fact, the teacher is a facilitator to learning. The drive in modern education is

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largely towards student-centred learning, whereas traditional teachers tend to be much more teacher-centric in their approach (lectures, teacher presentations, exposition, etc. However, this is the difference between 'modern' teachers and 'traditional' teachers, and 'traditional' teachers are not 'ancient'. When we talk about traditional teaching approaches, we're basically talking about the standardised approach to education that has been developed over the last 100 years or so.

Initially, the reinforcement is between the teacher and the learner, and the pure external environment plays an important role in it. However, the best kind of reinforcement is the internal reinforcement, that is to say, when the learner touches his pleasure while he is practicing the language, that feeling leads him to repeat the practice with love and passion, and not fear or greed. In a nutshell, the self-learning starts to be created which is the basis of continuous learning. As for the field of orientation, the renewal that has taken place in the teaching and learning of language is that teachers must not interfere in a passive manner to correct the learner's language. Furthermore, they should allow the learners to express their thoughts and not interrupt them during the speech, and then, in light of a programmed plan, the learner can overcome the difficulties and mistakes committed.

Since language teaching requires the simulation of sound language, the availability of good role model teachers is an essential part of the educational process. Furthermore, the purification of the learning environment of language errors contributes to the success of language teaching and learning. Taking into account the large number of training session and practice for the staff to create that awareness. On the other hand, using different methods of reinforcement the promote language teaching instead of cruelty and distress for learners. On the contrary, student-centred learning place the burden on the shoulders of the learners, and then the transition from education to learning under the supervision and guidance of teachers, rather than giving only spoon feeding education for their students. By these teachers would stay out of memorization with the aim of developing a spirit of discussion, instilling a love of research and exploration in the hearts of their learners, a constant love of knowledge, and love of reading in the library, including the various sources of information (Hary, B. H. 2009).

As long as language is acquired by simulation, then, simulation of the beautiful language in poetry and prose texts lead to the acquisition of perfect language. If the learners learn Quranic verses, hadith, and texts of poetry and beautiful prose, this would help them to acquire language definitely based on assimilation and understanding. Undoubtedly then, the learner has the freedom to memorize after understanding, so if the learner loves the text, after understanding it, and realizes its dimensions, this incentive would be enough to push him/her to memorize it in whole or in part.

Hence, there is a complete shift from the standard method of teaching literature, grammar, and rhetoric, to the inductive method, and to the holistic approach, as well as the departure from the syntactic method of teaching reading to beginners to the analytical method, the analytical method. This led in the end to holistic method which is a combination between syntactic and analytical method. The rhetoric curriculum was abandoned in teaching literature to the integrated curriculum in light of the data of the psychological, social, structural and formal curriculum. In the light of this trend, the behavioural goals of the educational process have been laid down, and the language skills and competencies to be acquired by the learner at the end of a seminar or a specific stage have set their way into the same lessons.

Using language games in the educational process

Linguistic games have many benefits, they provide the learner with information, new concepts and experiences and develop the ability to think with regard to mental skills, aptitudes and spatial and numerical language abilities, such as the ability to enrich the child's imagination, and the development of language skills in terms of listening, reading and writing. Children can learn through language games linguistic concepts related to animals, colours, and parts of the body, and the concepts related to singular, dual, plurals, masculine and feminine in Arabic language.

Thus, this research looks at language games as an essential factor in teaching some of the child's language concepts. Through these games, the child begins to express himself, go to others, interact with them by listening to their words, and speaking to them, which leads to the contribution to the linguistic development of the child. This in fact has a value about expressing the child self and building his personal, social harmony and mental development.

Using e-learning for language teaching and learning

E-learning is concerned with language education and learning:

1. Providing educational sites on the local network "Intranet" and the World Wide Web Internet to view the tutorial.
2. Written communication with the conversation through the information networks to discuss the educational material between the elements of the educational process and with learners in this field from different countries of the world.
3. The verbal, and cultural contact between the learners and the teaching staff at any time, from any place in the world.
4. Optical communication using the display of drawings, pictures and digital movies and watching the other parties concerned.
5. Displaying the Arab culture and language to viewers and learners in the world.
6. Participation in remote video conferences, with students from all countries of the world in addition to the teaching staff to discuss linguistic and educational issues via The World Wide Web.
7. Presenting students' educational and cultural activities as one of the modern teaching methods and spreading Arab culture via the Internet to the entire world.
8. The use of discussion boards to present and discuss learners' ideas, which helps in developing the spirit of teamwork.
9. Usage of the electronic newspapers to display the linguists' creativity of students.
10. Encouraging the shy learner to speak, write and express himself to his peers in the world.
11. Development of the global information society.
12. Contributing to achieving the highest levels of excellence for each learner while students can assist each other, and requesting the help of the teaching staff from any educational site on the network.
13. Interpretation of sentences and words from other languages into Arabic, display of various vocabulary, and providing educational dictionary services.
14. Providing multiple educational resources for faculty and learners, and providing them through direct contact.
15. Providing unlimited education, while covering topics efficiently in depth and breadth of Information.

Should be noted that the educational studies in the West pay increasing attention to the use of computers and internet for the development of the skills of basic and advanced reading from kindergarten to university students. There are a number of computer programs that are currently available starting from the skill of distinguishing letters and words to absorb literary texts and development of vocabulary. In addition to, reading skills, searching for information, and increasing reading speed. The computer is now used as a basic tool in reading disease clinics for diagnosis, treatment and assessment of reading. There are invitations claiming that: "Goodbye to reading and passive reading and limiting the texts, and welcome to reading with interaction using all social media as this is going to be the trend in the 21st century education (Bull, S., & Ma, Y. 2001).

Focusing on the language unit and the integration of its skills

The educational curricula were previously divided into language and divided into reading, grammar, composition, poetry with a book assigned to each of these parts and branches. These parts and branches appear as separate and not related to each other without a link among them. As for the contemporary education, we believe that these branches are only the tributaries of linguistic communication and expression. Grammar is means and not an end. It is a way to evaluate the writing skill and the tongue of the warp and slips, and spelling rules are a way to evaluate the writing skill of error. As for reading, and literary texts, they clearly ways to provide the learners with vocabulary and language templates, meanings, images and similes. Furthermore, values are then to be used for expression and communication.

In the light of this approach, language is presented as an integrated unit and trained in all its skills through one passage or one text, learners listen to it and then read it and work on its analysis and then express its content orally and in writing, so they know the levels of the language, sounds, words, structures, images, similes and metaphors.. etc. They can practice linguistic skills by listening, speaking, reading, and writing. The text that they read is developed in an oral manner by their methods, and the topics that they learn about are developed by them. Eventually, this would push them gradually to depend on themselves to lead their own learning. Modern education focuses on the integrated text and integrated skills as they are in the real world and in its linguistic context, neither fragmented nor separate.

Give listening skill the necessary importance

This skill was previously neglected due to misconceptions, including that the skill of listening, like other skills, develops with the child naturally, such as walking or talking, including the belief that the skill of listening is difficult for scientific research and quantification, and listening is like hearing as there is no big difference between them. Experts also believed that a human being spends most of his time speaking or reading more than he is listening, and that listening is an activity accompanying other activities, and a common skill like others which does not necessitate allocating classes for teaching or developing it.

In addition, there is a lack of scientific research conducted in the field of listening and the lack of teachers training to teach it, and the lack of objective tools for measuring it, thus evaluating the level of learners in it. As for the innovation that has taken place in the field of language teaching and learning, it has given the listening skills the same level of importance like other language skills.

Focus on functionality in topic selection

Although the call for functionality was known in Arab heritage, but the educational curricula were not choosing the topics in the light of the usage, popularity and frequency in the attitudes of life. Hence, there was a call in the contemporary education to functional grammar and composition as this would help the learner to communicate easily with members of society. By achieving this, the language would perform the function to express the learners' needs, desires, inclinations, interests and positive interaction effective in the attitudes of life. Where expression was directed to the creative side, the focus is currently in all stages of education is on the functional expression in terms of delivering speeches on various occasions, ways of application procedures, filling out forms, managing meetings, writing minutes of meetings ... etc. As grammar was burdening learners with discussions, arguments, interpretations, anomalies and exceptions, the main change now is to focus is on teaching learners the basics of grammar related to application and grammatical terms excluding futile arguments and wrangling interpretations which complicates the topic and alienate the learners from the main aim which learning.

Language teaching and learning have been affected by the progress of linguistics. One of the criteria of linguistics is to select linguistic material in teaching and learning based on the principle of frequency and commonality so that the main topics are focused on, so what is used abundantly is considered essential, and what is used on the minimum level, it is considered marginal where it will be left for specialists later.

Teaching the language through its forms and structures, not through its vocabulary

Contemporary linguists believe that teaching a language is not through its vocabulary but rather through its homogeneous structures, because the language is more manifested in the way it organizes its words than all the other words. Hence the focus was on linguistic patterns in language teaching and learning so that their use becomes spontaneous without first entering the terminology. Thousands of vocabulary can be taught through a single template or structure. The child himself uses many structures and linguistic structures in a subconscious way, and the passage between the unconscious to the feeling and the perception is the first base in the formation of linguistic structures. As for the second passage is the transit from perceived to abstract. In the process of upgrading the templates that the child subconsciously uses, the teacher must help and guide him to realize and understand through a personal inductive effort that he exerts under the directions of the teacher.

Personalized education

Traditional education viewed the learners as a homogeneous mass, while contemporary education sees that there are individual differences between the learners, and this calls for diversification of teaching methods and educating each individual according to his own capabilities. It also calls diversification of the linguistic levels offered as well. The activities, teaching aids and techniques should be diversified as well. Linguists add that the curriculum should be flexible enough so that it takes into account the abilities of learners, and providing the opportunity for them to excel and develop their inclinations and abilities in order to push them towards further progress.

Focus on self-learning

The world of self-learning can be a little daunting. However, if we want to achieve our aspirations and stay relevant in an ever-changing world, self-learning is critical to us in the 21st Century. According to Malcom Knowles, self-learning is defined as: “a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, and evaluating learning outcomes”. Since self-learning is the basis for lifelong learning, contemporary education has worked to give it attention, and in language teaching and learning, self-learning has been taken into account. Self-learning is taught in the exercises and programmed applications in or in dictation, grammar, styles, and in composition...etc. Some forms of self-learning are instructional packages, language laboratories, computer education ... etc. if the educational system succeeds in instilling a passion for reading among learners, free reading then could become an urgent demand for them, and the book becomes the friend to the learner in his life.

There are nine ways to improve self-learning:

- Allow the learner to be curious
- Set goals to create new opportunities
- The learner develops strong problem solving skills
- Assess resources that support the learning Journey
- It is a stress-free learning process
- The learning experience becomes more meaningful
- Create something out of what the learner has learned
- The learner choose his mode of learning
- Build a network of “Learning Collaborators” around the learners

Self-learning is the modern form of learning. Not that it has replaced traditional, instructional learning, but it has supplemented it and with some great results. Self-directed learning has been proven to be effective, convenient, and fast, thanks to the rise of the internet. Nowadays, you can learn how to do almost anything through a simple Google search, by watching a YouTube tutorial, and by simply reading instruction manuals. Self-learning is the new form of learning that is equipping people with skills that are relevant to their daily activities. However, this can be a challenging form of learning even for the brightest students, since it requires lots of discipline.

Adopting objective tests to measure linguistic performance

Achievement tests are no longer a single criterion for judging the level of performance in all language skills. On the contrary, scientific objective criteria were set for this judgement. Objective tests were not limited to grammar, dictation, semantics and prosody but it made its way to literary appreciation. In light of this renewal, tests of linguistic mastery were established at the end of a certain stage, in universities and institutes admissions, or in competitions conducted by the state ... etc.

Adopting a systemic concept in building language curricula

Language curricula were previously built in light of what adults and the linguists deem as suitable. As for building curricula according to the new view, we look at them as “System”, they have become a result of a continuous organic interaction of a tangled group of factors that include society with its culture, philosophy and problems, and the learner in terms of looking at his nature and understanding the characteristics of his growth and methods of learning, as well as the era in which the learner lives focusing on his directions and activities. Modern curricula are built in steps that begin with defining the fundamentals of the subject scientifically, then we choose from these fundamentals the most useful for the learner in terms of helping him to contribute to solving the problems of his community, facing the problems of his private life, satisfying his needs and developing his inclinations, then creating the appropriate conditions and capabilities to achieve the goals that were set.

4.0 Conclusion

The purpose of this research is to reveal the way to renew the Arabic language teaching in the Arab World. The author sheds a light of the best methodology to achieve that hope of renewal as it is eminent and the rapid changes in the world of education push towards an inevitable change. The renewal should not be formal, but it should be substantial in the core of teaching and training of Arabic teachers. Furthermore, our curriculum should be reviewed deeply so that they concentrate on skills rather than filling the mind of

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our students with information that would evaporate the minute they finish their formal education. On the other hand, the researcher focused on preparing our children linguistically before beginning to teach them reading and writing in addition to use the skill of listening throughout narrating exciting stories in content that are suitable for the age group of our children. A special care should be given to the kindergarten age where children should be motivated to read and discover their language through creation of the right atmosphere within the family. The researcher concentrated on language games as they are beneficial and can provide children with experiences and concepts. A child can express himself/herself through interaction with others by listening and talking to them as this would help their mind growth as well as language growth. There is no doubt as well that electronic education can help in teaching and learning Arabic through maintaining our culture and traditions. Let us not forget that computers and internet play a vital role nowadays in shaping the development of reading in the 21st century. The research concentrated on teaching of the four skills of language represented by speaking, listening, reading and writing, as the main core of Arabic teaching and not through reading and writing only. The researcher concludes that concentration on the functional usage of language particularly, the functional teaching of grammar and composition to make sure that our learners can be assisted to communicate with members of their communities easily where students can express their needs, effective positive interaction, and their interests and inclinations. The author called strongly that teachers should be trained to personalize their teaching as this would change the teachers' methodology and teach every student according to his/her abilities. Of course, this would impose some flexibility towards the Arabic curriculum to achieve such a huge task. Finally, the researcher draws the attention to the case of self-directed and engaged learners as it can solve complex problems, figure out how things work and accomplish amazing feats.

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