

# Improving the Language Competencies of Non-native Arabic Speakers through the Communicative Approach

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**Abstract**—There is no doubt that the communicative approach is one of the most important methodologies in teaching foreign languages to non-native speakers. Therefore, learners are required to use the language as efficiently as a native speaker. This research thoroughly examines the unique attributes of the communicative approach and offers insights into its effective implementation within the classroom setting. The foundation of this study lies in understanding the functional aspects of language and its practical application in real-world contexts. It explores the methodology for teaching communicative Arabic language skills to non-native speakers. Additionally, the research explores the concept of bridging the gap between linguistic competence and communicative competence among non-native Arabic speakers, highlighting the significance of teaching Arabic through this approach. This study not only provides valuable insights into how the communicative approach can be leveraged when teaching Arabic as a second language but also offers recommendations for its refinement and enhancement.

**Keywords**—communicative approach, foreign languages, Arabic L2, linguistic competence, communicative competence

## I. INTRODUCTION

Arabic holds profound significance deeply rooted in history and culture. It serves as the language of Islam and Muslims, and even before that, it was the language of the Arab people. Arabic is not just any language; it occupies a special place in our hearts and minds. For its believers, it is the divine language through which the last messenger, Muhammad (PBUH), received revelations. Beyond its role as a language of faith and civilization, Arabic serves as a vital means of communication and understanding among Arab and Islamic nations. This intrinsic value led to the United States designating it as an official language within the United Nations.

The concept of language is comprehensive, not limited to spoken language only, but also includes written signs,

gestures, and facial expressions that usually accompany speech behavior. It is a useful tool for the transfer of knowledge. Still, it is living in our era – the era of the knowledge explosion – a linguistic crisis in which it is exposed to a movement of marginalization even from its children due to the pressures resulting from the tyranny of the English language at all levels, especially with the use of technology and social networks. Most of what the pioneers of this network deal with – And there are many – “in English” and some other foreign languages. This constitutes a great difficulty for Arab users who do not master English, especially school students [1].

It is recognized that teaching the Arabic language to non-native speakers in our present era is grounded in the fundamentals of teaching foreign languages and the associated teaching methods [2]. Recently, quite a few institutes, schools, and centers have been opened to teach them inside and outside the Arab countries.

Teaching Arabic to non-native speakers in the light of the communicative approach is the ability for the non-native speaker to communicate with native speakers in a specific social situation. Linguistics for specific communicative purposes take the student to coexist with the people of the language and the society in which he studies because the Arabic language, like other human languages, is a language of communication and dialogue in the first place and goes beyond the level of the grammatical sentence to the level of discourse [3]. It is impossible to analyze a single sentence in a way complete without considering the context in which it was said – except for what is rare.

The non-Arabic speaking student may pronounce a sentence in a correct phonemic and grammatical manner, however, despite these linguistic aspects, they may fail to achieve the communicative goal in the social situation in which he needs to use the language properly to distract him from the pitfalls and embarrassment with its speakers. This is due to the fact that the student is ignorant of the obstacles of the communicative situation and was not trained while studying the language, for example; an international student complains to the Arab host and appears to be criticizing about the food in an impolite

manner. The reason for making such kind of mistakes is due to his ignorance of the use of the rules of accent and intonation in Arabic, especially intonation that is specific to the sentence during pronunciation according to the social situation at the time.

Before the student pushes to this last stage, the student should be trained to communicate in the classroom, and the way to do that is through communicative exercises. The main difference between communicative exercises and real communication is that they depend mostly on unreal communicative situations, but are artificially prepared, which gives them something of craftsmanship and fabrication. In contrast, real communication stems from natural situations without preparation [2].

The learners of a foreign language will remain incomplete unless the learner reaches the stage of real communication. Teaching language communicatively does not only aim at helping learners acquire language skills but also developing these skills in a way that helps them master language skills and use grammar to perform communicative functions in specific situations [4]. Rather, it imposes the creation of natural individual and collective communicative situations in the content and focuses on training on a conversation in the first place and on the rest of the skills in the second degree, with the need to pay attention to maintaining the integration between skills.

## II. LANGUAGE AND ITS GENERAL FUNCTIONS

Arab's essay "Lisan Al-Lagha" states that the limit of language is the tongue, which consists of sounds through which every culture expresses its intentions [5]. Collected by languages, they are the expression of a faculty specific to the human race that is used for expression and communication between humans [2]. It is a means of transmitting thought and social interaction in human society.

Accordingly, language has a primary purpose; to achieve social communication with others or between members of the same linguistic environment. Human beings can't live in one environment without communicating. This communication is linked to language, as it is according to Ibn Jinni: voices that every people express their purposes. There is no doubt that the definition of this feat of language is accurate, as he first emphasized the phonetic nature of language, and indicated its social function in transmitting and expressing ideas among its speakers, and stated that it is used in society, for every people has their language [6]. It included Western definitions of language. According to Jinni, this is the basic function of language, and it does not conflict with or negate it [7]. Language is a set of necessary traditions adopted by society to help its members exercise their communicative faculty [3]. In this context Language in this concept, is a living entity that coexists with individuals and undergoes various manifestations of development corresponding to the changes that individuals experience in their environment.

Noam Chomsky is known as the author of the generative theory of language, which states that language

is a set of finite or unlimited sentences and can be built from a specific set of elements [8]. If the linguistic patterns can be enumerated, such as verb + subject + object, then the sentences that can be placed in these patterns cannot be enumerated; they are unlimited [9]. Although the term communication was absent from Chomsky's definition of language, but his complete linguistic theory was the great basis of the communicative approach, and the learner's linguistic faculty, which is matched by performance or expression in different situations. There are two aspects of linguistic communication in expressing linguistic situations.

Functional communication is one of the most significant aspects of a language with a social nature [10]. as it represents the relationship of language to society and the relationship of the individual to society through language. What they have of ideas, information, and opinions, and participate in directing their activities. Through reading and writing, he can go outside the boundaries of the small group and communicate with the large community to achieve its demands [9], see what is happening in events and developments, and gain broader experiences and more information.

Almost all of these definitions agree that language has two main functions: communication and interaction, not only between speakers of this language within the framework of their culture but also between those speakers of the language and others who learn it [11]. In completing the process of communication that takes place between a sender and receiver only through the message, and in a more precise sense, it is the language; Language, then, is the primary means of communication. There are miscellaneous situations in which the individual needs to use language to communicate, however the most beautiful of which are the following seven basic functions [12]:

- (1) The instrumental function, which means the use of language to obtain material things such as food and drink, and (Halliday) summarizes it in the phrase "I want" and the sentences "stay where you are, get ready, go", and have a useful function, as they are communicative verbs that occur in certain circumstances.
- (2) The regulatory function is the use of language to issue orders to others and unify their behavior. Halliday summarizes it in the sentence "Do as I tell you". Usually, it isn't easy to distinguish this function from the utilitarian function. A useful function, while the sentence "If your behavior improves, you deserve to be allowed after ten months", shows an organizational function. Regulating the rules of interviews between people, approval [13], refusal, and controlling behavior all represent organizational features of the language.
- (3) Interactional function is the use of language to exchange feelings and ideas between an individual and others. Halliday summarizes it in the sentence, "Me and You". This job requires the student to know slang, professional and private accents, playfulness, and other social communication methods.

- (4) Personal function is the use of language for the individual to express his feelings and thoughts. Halliday summarizes it in the sentence “Here I come”. The individual personality of a human being is characterized by his use of the personal function of communication and the interpersonal nature of language, perception, and affection interact.
- (5) The heuristic function is the use of language to inquire about the causes of phenomena and the desire to learn from them. Halliday summarizes it in the sentence “Tell me why”. This function includes the use of language to gain knowledge and to know the environment around us. The children use the exploratory function regularly and well to ask about things they do not know about the environment around them.
- (6) The imaginative function is the use of language to express fantasies and perceptions of the individual’s creativity, even if they do not correspond to reality. Halliday sums it up in a sentence “Let’s pretend or pretend”. This function leads to finding innovative systems or ideas, such as writing fictional stories and novels.
- (7) Representational function is using language to represent ideas and information and communicate them to others. Halliday sums it up in a sentence (I have something to tell you). This Function is used to issue declarative sentences, communicate facts and knowledge, and interpret or report any fact.
- (8) These seven different language functions are neither completely separate nor overlapping. One sentence or one conversation may embody many different functions at the same time. However, understanding the use of linguistic forms to achieve these linguistic functions is the basis for learning a second language. Through language, the individual influences others, arouses their emotions, and affects their minds. Whatever the functions of language are, the communicative function stands at the forefront of language functions. According to “Vygotsky”, there is a social communicative function for language, even self-centered speech, and the adult thinks about society. And others, even if he is alone [14].

### III. CONTACT PROCESS

The communication process stands as one of the fundamental pillars underpinning the communicative approach to teaching foreign languages. The notion of communication takes center stage in second language education with a focus on the communicative aspect [15]. Before delving into the components of the linguistic communication process, it’s important to distinguish between communication and communication within the learning process [16] highlighted the prevalent confusion and misinterpretation of language in this context, explaining, “In this single concept, it encompasses all that

is encompassed by communication. They comprehend the essence of language: It’s not solely a tool for communication. While communication is one of its multifaceted functions, language serves the purpose of conveying communication, and the disparity between the two is significant, as communication requires a sender, not merely one party as in communication” [3].

Language serves a purpose that goes beyond mere communication [17]. It’s evident that non-native Arabic learners aspire to engage with native speakers in the language, aiming for more than just simple communication. This is particularly pronounced when a student is immersed in the Arabic-speaking environment, where daily interactions become a necessity. In this context, linguistic communication encompasses the essence of communication, but the converse is not necessarily accurate.

Communication integrates both the learning and teaching processes, and their existence is not realized solely through communication [2]. Multiple receivers are involved, and each of them in the classroom alternately sends and receives information. The teacher conveys educational material based on their understanding of the learners, taking into account the level they are studying, whether it be beginner, intermediate, advanced, or distinguished.

### IV. COMMUNICATION CONCEPT

Numerous definitions have been proposed to elucidate the essence of communication due to the varied scholarly and intellectual perspectives of researchers in this domain, as well as the multifaceted angles they consider when examining this phenomenon [18]. This process entails an initial participant (sender) transmitting a message to a second party (receiver), resulting in a particular influence on the message recipient. The initial approach seeks to delineate the sequential phases that communication undergoes, dissecting each phase individually while exploring its objectives and its effect on the overall communication process.

The second approach sees that communication is based on the exchange of meanings found in messages through which individuals of different cultures interact to provide an opportunity to communicate meaning and understand the message. It is a structural or synthetic definition, focusing on the main components of meaning [19].

Summarizes the communication process in his saying: “*The term communication is used when the language user identifies a situation requiring certain information from him to achieve cognitive rapprochement between individuals, and this rapprochement is achieved through the interaction between the sender and the receiver*”. Communication is the process through which knowledge is transferred from one person to another until it becomes common between them and leads to understanding between these two or more people, explaining this definition in Fig. 1 which he developed for the effective communication model [2].

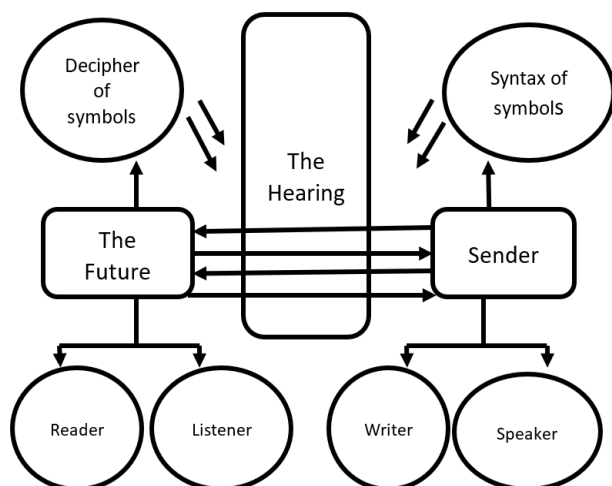


Fig. 1. Contact form.

Through the previous concepts of communication and the previous form of the communication model, it becomes clear the importance of language's role in completing the communication process. This does not occur between the sender and the receiver except through the message, and the message here is the means of the communication process. In a more precise sense, it is the language, so the language is then the basic means of communication through which a specific message or a group of messages is transmitted from a sender or a specific source to a receiver, either public communication is that type of communication that takes place between more than two people to complete the communication process, which is often carried out by some institutions or bodies through public messages [20]. Developing the student's ability to be creative and form forms of expression (speech or writing) that have social acceptance or achieve the desired goal.

#### V. ELEMENTS OF THE COMMUNICATION PROCESS

The communication process is based on a tripolar system, with the first beginning the sender, as the initiator of communication; the second is the receiver, as the direct target of the message; and the third is the community, as the source of the relationship between the parties to the communication, and also considering it as the source of the system on which this process is based.

##### A. Sender

The individual or group formulates concepts into symbols that represent meanings and transforms them into a message intended for a particular audience [21]. This individual or group is referred to as the originator of the message, and the source can be an individual, a collection of individuals, an institution, or a company. Although the term "source" is commonly associated with the communicator, it's important to note that the source isn't always the one directly conveying the message. For instance, a television correspondent may gather specific news from an event location, which is then refined and edited by an editor before being delivered to the audience by a news anchor.

##### B. Receiver

The receiver is the most crucial link in the communication process. The source must consider the nature of the recipient to ensure the achievement of the message's goal. The recipient doesn't simply receive the message and is directly affected by it; instead, they undergo a filtering process based on their psychological characteristics, education level, tendencies, and potential impact on one or several individuals. This is the point at which the message concludes.

##### C. Community (Means)

It means the tool by which the message is transmitted from the sender to the receiver, and the meaning differs according to the communication level. In mass communication, it is the newspaper, magazine, radio, or television. The tool may also be publications, slides, or video films in some collective communication situations. In direct communication, the means are not mechanical (industrial) but rather natural.

#### VI. LINGUISTIC SKILLS IN THE COMMUNICATIVE APPROACH

Teaching Arabic to non-native speakers in the light of the communicative approach is closely related to the learners' acquisition of the four language skills: listening, speaking, reading, and writing, and their development, because these skills are the basic elements on which the communication process is based and without which it cannot be achieved [22]. The educational learning process enables learners with communication skills and communicative exercises that enhance and strengthen the learner's ability to achieve the goal of performing certain communication functions in certain situations, provided that the linguistic rules are a tributary to achieving this function and are not just rigid templates taught to understand the language. Communication in itself is a strong skill complexity, as it consists of more than just mastering linguistic structures [3]. This does not require overwhelming the learner with a large number of grammatical topics, as these topics are necessary to a certain extent, which is to help communication, as they are not a goal in themselves, because they may be a reason for the learner's aversion to the language. Suppose the focus is on it without focusing on its importance in communicative use. In that case, the Arabic language is not just complex linguistic templates that learners stand in front of in case of out of helpless because they cannot understand it!

Accordingly, the goal of the communicative approach is to teach the language in its social and functional framework [23], so before the teacher creates natural individual and group communicative situations directly through linguistic content, he must train the learners intensively on conversation first and then train on the rest. The skills after that, with the preference of their integration when taught, because of the mutual roles between them in the process of communicative education of the language, where each skill joins the other to accomplish the communicative task in a way that appears in its natural

form, so there is a mutual relationship between the skills, and if isolating them from each other in teaching the language loses skill is its raw image and its ability to represent life situations. The communicative situation often needs to employ two or more skills at one time, and thus the need to adopt the communicative approach as a basis for starting from it in the design of various educational materials to meet the needs of students who study Arabic language to communicate with native speakers. There is a great need to prepare books for teaching Arabic to non-native speakers that can achieve the learner's communicative competence according to sound scientific foundations. Fig. 2 shows the extent of the rotation of relationships and roles between language skills:

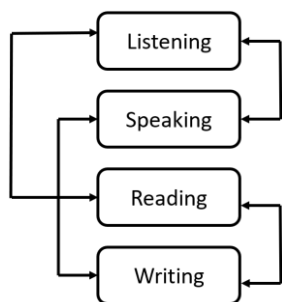


Fig. 2. Alternation of skills.

Listening and speaking [3] are united by sound, representing the vocal skills that an individual needs when communicating directly with others. While the printed page combines reading and writing [2], they are used to transcend time limits and space dimensions when communicating with others. And between listening and reading [8] connections, the most important of which is reading – is a source of experiences, as they are receptive skills. The individual has no choice in building the linguistic material or communicating with it sometimes.

Hence, some experts justify their description of these two skills as negative, and the truth is otherwise. In both skills, the individual decodes, while in the other two skills, speaking and writing [12], he synthesizes in-codes, and in both “speech and writing”, he sends a message. Hence, they are called productive or creative skills; one of the other two skills affects the other (listener), (Reader). And the individual's linguistic balance in both of them is less than his balance in the first two skills, listening and reading. The individual's understanding area is wider than the area of use [3].

Thus, find out that the mixing of language skills goes beyond the limits of joining the skills together and that the real integration between the skills means their intertwining in a way that leads to the completion of the required communicative task and in a manner that makes it appear through practice and context that it is used naturally, and to achieve meaningful goals in the life of the individual. Also, the communicative approach does not require an absolute arrangement that must be adhered to. Rather, this arrangement is left according to the nature of the study program and the language learner's goal and circumstances. Language skills are equal to the forms of communication, there is no value for reading at the

expense of writing, and there is no value for vocal skills at the expense of writing. A program should be started by teaching reading, then writing, and may start with speaking; there is no absolute and innate arrangement of skills in the communicative approach. Perhaps Fig. 3, developed by Taima [24], illustrates the complementary relationship between language skills and the role of these skills in building a curriculum for teaching Arabic to non-native speakers, which helps the learner develop these skills.

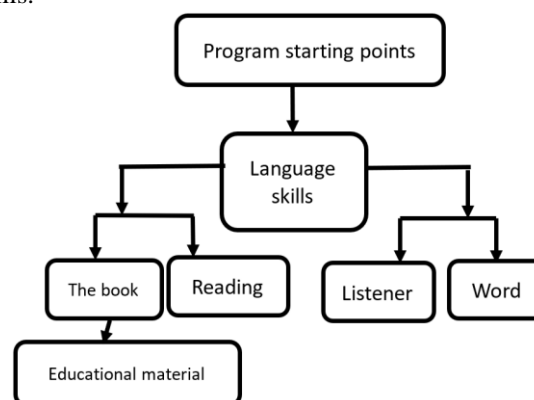


Fig. 3. The location of language skills in the program plan.

#### A. From Linguistic Competence to Communicative Competence in Teaching Arabic to Non-native Speakers

In the past, language teaching aimed at providing the learner with linguistic competence using direct and traditional education methods. Today, it aims at communicative competence, but there is no break between the two directions, such as that which existed between direct and traditional methods, so that language education continues. And not “talking about language”. The distinction is clear between the system that represents linguistic sufficiency and the use that represents sufficiency for communication [25], which indicates that language is defined as a social practice when talking about communication.

The two directions can be differentiated as follows:

General objectives The first focus is on linguistic competence, which takes into account only one dimension, which is the linguistic dimension in communication, which is formed from linguistic knowledge, that is, the ability to compose an infinite number of grammatically correct sentences. To ensure the performance function of communication, the Linguistic correction of the words is necessary and sufficient.

As for the second trend, its goals are directed towards communicative competence, which considers linguistic and non-linguistic dimensions of communication, the latter being formed from practical knowledge, i.e., knowledge of the practice (which is not necessarily apparent), and it is knowledge of the coding system and the psychological, social, and cultural rules, the use of which allows the appropriateness of the situation, and the linguistic correction are neither necessary nor sufficient because it can help in the understanding process of a grammatical incorrect sentence [26]. On the one hand, and

the other hand, this correction does not represent some types of information provided by bodily behaviors (movements and gestures).

Hymes [27] defined communicative competence when teaching a second language as the learner's ability to communicate and interpret communicative messages, interpret them, and realize their meanings among speakers in certain situations, indicating that this competence is relative, not absolute, and depends on cooperation between all participants in the communication process. According to Hymes [27], communicative competence is the individual's ability to convey a message or a specific meaning and efficiently combine knowledge of linguistic rules, values, and social traditions in communication.

Definition of the concept of the linguistic faculty of the learner, or the linguistic knowledge that is matched by the performance or expression linguistically in different situations, what he called the ability to communicate means that a person knows the rules for using language in society, expressing linguistic functions [3] and participating in communicative situations (both oral and written).

Hymes [27] has formulated the term communicative competence to correspond to the concept of competency that Chomsky [28] put forward in front of the concept of performance to include knowledge of the rules of sociolinguistics [2] or the appropriateness of speech to the social context in addition to knowledge of grammatical rules, and based on this harmony between them indicates the term communicative competence of [27]. The extent to which the student can convey a message or convey a certain meaning, and efficiently combine knowledge of linguistic rules (what is known as linguistic competence) with social rules in the process of communication and interaction between individuals.

Perhaps it is appropriate to clarify the difference between communicative and linguistic sufficiency. Linguistic sufficiency means that the individual knows the system that governs the language, and applies it without attention or conscious thought of it, as he can capture the linguistic, mental, emotional, and cultural meanings that accompany the different linguistic forms. As for communicative competence, the individual can use language automatically with the availability of a linguistic sense by which the individual distinguishes between the different functions of the language in situations of actual use.

To sum up: The distinction between linguistic competence and communicative competence implies their separation, as communicative competence today is concerned with linguistic correctness, but it is equally concerned with the appropriateness of the context because the ability to use language is not limited to the use of linguistic, morphological and semantic rules, but goes beyond it to the knowledge of pragmatic rules. This enables the language to understand and produce sound speeches in specific situations. Teaching a foreign language communicatively means more than just integrating teaching grammar and teaching language functions. The Social Function of the language, taking into

account the situation in which the language is needed, and that the process of communicative competence is not intended to use the language after absorbing its system, but rather it is an individual social process together. Its individuality lies when it relates to the individual's methods to confront the situation and social when it relates to the context in which communication occurs.

### *B. The Importance of the Communicative Approach in Teaching Arabic to Non-native Speakers*

Prior to delving into the discussion regarding the significance of the communicative approach, it is necessary to establish clear definitions for key terms in Arabic language education. These terms include "approach", "method", and "technique". Al-Osaili [29] elucidated that the approach or philosophy represents a system of interconnected assumptions that pertain to the nature of language instruction and acquisition. The method encompasses the array of strategies employed to structure the learning environment for the student, all to achieve specific educational objectives. Techniques or methods encompass the instructional activities carried out by the teacher, whether within the classroom or beyond, to implement a particular teaching methodology. Each technique or activity constitutes a component of the method or one of its distinct stages. Collectively, these techniques and activities form the complete teaching methodology.

The communicative approach to foreign language instruction gained widespread popularity in England, and it also saw significant development in the United States, particularly during the mid-1970s. Advocates of this approach view it as an educational strategy for teaching a foreign language that aims to cultivate communicative competence as a primary objective in language education. Furthermore, it encompasses the development of methods for teaching all four language skills while recognizing the symbiotic relationship between language and communication [2].

The communicative approach holds a pivotal place among language teaching methodologies. It derives from the belief held by linguists that language acquisition is fundamentally about enabling individuals to interact within society. This belief influenced a strong emphasis on training learners to communicate effectively in real-life contexts. Terms such as communicative teaching, functional education, conversation, and attitude played significant roles in the development of this belief [3].

The communicative approach is considered one of the foremost methodologies for teaching a second language because of its capacity to establish a strong foundation for presenting language in a natural and realistic context. This approach ultimately caters to the primary objective of many learners, enabling them to attain communicative proficiency.

The communicative approach is concerned with showing the need for the learner to be familiar with all the communication topics that must be learned at each of the levels: Beginner, intermediate, and advanced, and among those topics (numbers, colors, means of transportation,

home furnishings, food and drink, clothes, professions, leisure time, health and disease, travel, weather, shopping, etc.). It is also concerned with enabling the learner's ability to use language in different situations by showing the importance of the learner's familiarity with the various methods of expression that must be learned at each of the levels, including those situations (self-presentation, request, thanks, permission, apology, congratulations, description of things and people, Expressing approval or rejection, expressing sadness or joy, extending an invitation, warning, comparison, exclamation, and so on) [2].

Thus, it is necessary to adopt the communicative approach as a basis for designing various educational materials to meet the needs of students studying Arabic to communicate with native speakers. There is a great need to prepare books for teaching Arabic to non-native speakers that can achieve the learner's communicative competence according to sound scientific foundations [30]. How to present the communicative aspect in the books they study. Hence, academic efforts should be directed at designing books for teaching Arabic to non-native speakers based on the adoption of the communicative approach as a basis for it, from which the necessary principles for design are derived and the method that must be adopted in teaching to meet an urgent need for non-native Arabic learners.

Richards and Rodgers [25] summarized the characteristics of the communicative approach in terms of linguistic concepts as follows:

- (1) Language is a system for expressing meaning.
- (2) The first Function of language is to achieve interaction and communication.
- (3) The structure of the language reflects its functions and the communication situations in which it is employed.
- (4) The first units of a language are not merely in its grammar or features of its structure but in categories.

The functions in which they are used and the meanings included in the communication article [3].

In terms of the principles on which the communicative approach is based in the various cases of the educational process, the most important of them can be summarized as follows:

- (1) Arabic texts should be used from authentic sources, such as Arabic newspapers, magazines, bulletins, or other sources in which Arabic is normally used.
- (2) The student should be trained to think in multiple forms and different ways to express the same meaning. Example: We express the meaning of the sentence "Muhammad attended the lesson yesterday" in several forms ranging from introduction to delay. We can also express exclamation, interrogation, or negation in several ways.
- (3) Students should be able to express their impressions, ideas, and opinions in everything they read or listen to.

- (4) The student should be trained to understand the social context in which the language is used.
- (5) The teacher must think of a set of communicative situations that facilitate the student's live use of language, not a parrot repeating vocabulary and sentences.
- (6) Language activity also has a role in developing communication skills, such as role-playing, problem-solving, and language games.
- (7) As for the role of the mother tongue, it isn't very important. This is because the second language (Arabic here) is used as a communication tool between the teacher and the student, and between them and each other, and not just a study material that they memorize.

## VII. APPLIED STUDY

Steps to teach dialogue to non-Arabic speakers communicatively.

Richards and Rodgers [25] elaborated on explaining the steps of the lesson in light of the concepts of the communicative approach, and summarized them as follows:

- (1) The teacher presents a dialogue, or several mini-dialogues, preceded by a preface in which the teacher relates the situations around which these dialogues revolve and the communication experiences that the students are expected to go through [31]. This would stimulate their motivation. Here it is allowed to use the mother tongue as an intermediary language to stimulate their motivation.
- (2) The teacher presents a model for pronouncing the dialogues. This is done by pronouncing each sentence separately, then delivering the entire dialogue, and then the students simulate it at different levels (collectively and individually).
- (3) Receive a set of questions and answers based on the dialogues and the linguistic positions that revolve around them.
- (4) Then, he received questions and answers about the learners' experiences and personal positions related to the dialogues.
- (5) The teacher then extracts one of the communicative expressions mentioned in the dialogue, then analyzes it in front of the student and explains it, and clarifies the connection between it and the social situation in which it was used and how it expressed the Function that it addressed.
- (6) The students are then assigned to generalize in light of the models presented and their analysis of the rules governing communicative expressions.
- (7) Some aspects of the communicative activity through which the student interprets the linguistic patterns are organized. This is, of course, in light of their educational levels and linguistic knowledge.
- (8) If the activities are familiar, they are considered creative or productive activities in which students

are assigned to produce sentences and phrases in their language. These activities range from directed activities to free activities [27]. The teacher copies the dialogues presented in the classroom if they are not included in the textbook. Then the teacher gives a sample of the written homework.

- (9) Finally, the students' linguistic performance is evaluated orally and in writing [3].

A foreign language learner's journey remains incomplete until they reach the stage of genuine communication. To enable students to attain this level of free and natural communication, it's imperative that communication exercises are given due emphasis in the curriculum. During these communication exercises, teachers should consistently keep in mind that the desired outcome is for learners to develop the ability to produce spontaneous and authentic speech, which they can use when interacting with others.

Despite the challenges associated with communication exercises, they ultimately contribute to the enhancement of the learner's communicative skills. Although progress during the initial stages may be slow, students tend to grow accustomed to these exercises, embracing them with enthusiasm and performing them in a joyful and pleasurable atmosphere. In contrast, mechanical exercises often leave students feeling bored and distressed due to their repetitive nature, while communicative exercises bring a sense of comfort and happiness as they involve a level of innovation and authenticity [32].

#### VIII. CONCLUSION AND RECOMMENDATIONS

In light of what this study addressed, the set of issues and recommendations, which can contribute to the teaching of language skills for non-Arabic speakers, in particular, as communicative education, are as follows:

- (1) The focus should be on the social functional aspect of the Arabic language in the programs of teaching Arabic to non-native speakers. Work on deepening awareness of the entrances to teaching foreign languages and methods of teaching them among Arabic teachers to non-native speakers should be taken into consideration. Preparation of educational materials, and focus on unqualified teachers with other specializations, by training them on the skills of the teaching profession and communication skills based on the functional aspect of the language, should also be considered.
- (2) The Arabic teacher for non-native speakers must enrich his knowledge and experience in this field by attending training courses, seminars, and conferences related to the communicative teaching of foreign languages; and also the latest teaching methods and strategies that serve communicative Arabic education. This is achieved in cooperation with centers and institutes for teaching foreign languages in the Western and Arab worlds.
- (3) The great role played by using contemporary world means in this field cannot be overlooked.

Such as various computers and social networking networks in updating and enhancing curricula for teaching Arabic to non-native speakers because of the great role of these means in reducing effort and energy and making the presented content more enjoyable and useful, which motivates the learner to turn to and enjoy it. It is a good idea to use the means of the world to teach the Arabic language communicatively, to raise the adequacy of the communicative and linguistic learners together, and to recommend the role of the teacher. The motives for learning the Arabic language differ from one learner to another.

- (4) When teaching language skills communicatively, became the main goal of language learning, and there is no specific organization in teaching language skills; rather, they are all presented as one unit in an integrated building that does not separate one skill from another in the classroom. In addition to paying attention to the needs of the individual and the group in using language in social situations more than choosing a general linguistic content that cares about linguistic competence at the expense of the communicative adequacy of the learner.
- (5) The presentation of linguistic rules in artificial sentences, or isolated from the social context in which they are used, should be discarded. Rather, it is preferable to deduce the linguistic phenomenon from the same communicative situation during the teaching process or the preparation of educational content. Not all the particles of this linguistic phenomenon need to come in One lesson so that the lesson does not lose its main objective, which is the communicative dimension; Rather, it suffices to refer to the basic features of the linguistic phenomenon and to be available for the student to be able to return to it easily if he wants more and more in-depth.

In light of the issues discussed in this study, the recommendations for enhancing the teaching of language skills to non-Arabic speakers, particularly within the framework of communicative education, can be summarized as follows:

- (1) Emphasize the social and functional aspects of the Arabic language in programs designed for teaching non-native speakers. Promote a deeper understanding among Arabic instructors for non-native speakers regarding the principles of teaching foreign languages and teaching methodologies. This includes the development of educational materials and the attention to unqualified teachers from different backgrounds, providing training in teaching skills and communication based on the functional aspect of the language.
- (2) Arabic teachers for non-native speakers should continuously expand their knowledge and expertise in this field by participating in training courses, seminars, and conferences related to



communicative foreign language teaching. They should also stay updated on the latest teaching methods and strategies that serve the goals of communicative Arabic education, by collaborating with language teaching centers and institutes worldwide.

- (3) The significant role of modern technological tools and platforms cannot be underestimated. Leveraging computers, social networks, and other digital resources is essential for updating and enhancing Arabic teaching curricula for non-native speakers. These means can significantly reduce the effort required, make the content more engaging, and motivate learners to embrace it. Harnessing global resources for communicative Arabic language instruction should aim to enhance learners' communicative and linguistic proficiency, all while recognizing the diverse motivations that drive individuals to learn Arabic.
- (4) When teaching language skills communicatively, the primary goal should be to develop communicative competence, with linguistic competence serving this objective. It's important to present language skills as an integrated whole rather than isolating them from one another in the classroom. Pay attention to individual and group needs for using language in social contexts, placing an emphasis on practical communication over a generalized linguistic curriculum that prioritizes linguistic competence at the expense of learners' communicative proficiency.
- (5) Dispense with the presentation of linguistic rules in artificial sentences or outside the social context where they are applied. Instead, it's preferable to derive linguistic phenomena from the actual communicative situations during the teaching process or when preparing educational content. It is unnecessary to cover every aspect of a linguistic phenomenon within a single lesson, as this may detract from the primary aim, which is the development of communicative skills. Instead, introduce the fundamental aspects of the linguistic phenomenon and ensure they are readily accessible to students for further exploration and understanding.

#### CONFLICT OF INTEREST

The authors declare no conflict of interest.

#### AUTHOR CONTRIBUTIONS

Ahmad Al Janadbah conducted the literature review about communicative approach, and was primarily responsible for writing the initial draft of the manuscript; Ali Al Sharef validated the applied study, critically reviewed the manuscript, and provided the necessary feedback for improvement; both authors had approved the final version.

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