

COPY RIGHT



ELSEVIER
SSRN

2020IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 27th Dec2020. Link

[:http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-12](http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-12)

DOI: 10.48047/IJIEMR/V09/I12/132

Title: **IS AN INTERMEDIATE LANGUAGE NECESSARY WHEN TEACHING A FOREIGN LANGUAGE?**

Volume 09, Issue 12, Pages: 785-788

Paper Authors

Dr. Falih Muhammad Zaki Abdu I-Majid, Isamutdinov Azizbek




USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

IS AN INTERMEDIATE LANGUAGE NECESSARY WHEN TEACHING A FOREIGN LANGUAGE?

Dr. Falih Muhammad Zaki Abdu I-Majid

Faculty of Arabic language of al-Azhar University

Isamutdinov Azizbek

teacher of the department

“Arabic language and literature al-Azhar”, International Islamic Academy of Uzbekistan

Definition of an intermediate language:

When teaching Arabic to non-Arabs, any language spoken by the teacher other than Arabic is an intermediate language. It does not matter if this language is the teacher's mother tongue or another language with which he or she is familiar. Any language, other than Arabic, that is used by teacher and student to understand each other in the process of learning Arabic is a middle language. Intermediate language is an auxiliary element in teaching Arabic. We cannot call it translation. Because the translation of the word in the dictionary means "tafsir", that is, to illuminate. The middle language is part of this translation. It is a means of commenting, interpreting, interacting with students. The term "translation" is more general and comprehensive than the meaning of the phrase "middle language". The reason the middle language is so named is because it serves as a tool for the student to understand the teacher. The intermediate language between teacher and student can sometimes be their mother tongue, sometimes their second language.

Is an intermediate language necessary when teaching a foreign language?

Modern language teaching methods show that it is effective not to use the native

language, except for certain rules or translations that cannot be done without the native language. Some researchers completely reject the use of intermediate language in the educational process. Below we will try to find a solution to these problems.

Many people say that the native language, translation, should not be used during the lesson. There are many reasons for this. One of them is that the reader relies on it. In addition, the audience should not be of different nationalities or languages. Can I use an image or some shape as an alternative? If students belong to the same ethnic group and speak the same language at the same time, if the teacher is an Arabic teacher working at their institution, they can express the idea they want to explain using an image or form without comments or comments ... In this case, the selected pictures should be chosen in such a way that there is no need to repeat the sentence for explanation. If the meaning of a word needs to be interpreted in the process of learning a language, there is no obstacle to saying it in your native language in order to save time and not spend a lot of time explaining the meaning of one word. Because the goal here is to learn.

The goal is not in any language teaching method or method. Here it is necessary to carefully distinguish between

means and ends. Practical experience shows that if the use of the middle language in the process of language learning leads to the main goal, then there is no harm in using the middle language. This is because the main goal is for the student to be able to apply what he has learned in any way in the form of sentences that have full meaning.

The above points, experience shows that this issue requires a broader study. It can also be said that if the native speaker's language does not interfere with learning a second language, but helps to achieve the goal faster, then there is no harm in using the native language. If the use of a middle language interferes with learning a second language, then the use of that language, that is, the native speaker, is strictly prohibited.

The following allows the engine language to be used in multiple conditions. These conditions are as follows:

1. The language of the media must be understandable to all students of the language audience. So that the teacher does not waste time explaining to each other in another language;
2. There is no choice but to refer to the native language when interpreting the meaning of a word;
3. If students have to pronounce many words in a native language to understand the meaning of the word;
4. The teacher uses the language of the environment as little as possible;
5. The lesson is not to switch to learning Arabic as a tool.

As stated above, the native language will be available.

Can a middle language be used for specific purposes?

Lessons and teaching methods depend on the instrument. Some language learners feel the need to learn a language

without translation or another language. Some want to learn the language to some extent, depending on their goals. At this stage, the teacher will have to act in accordance with the student's goal. So goals are important here. One of these goals is to learn the language well enough to be able to communicate. A teacher's access to a secondary language depends on these institutions and programs.

Attitudes towards the use of an intermediate language in teaching Arabic to non-arabs.

The following allows the intermediate language to be used in multiple conditions. These conditions are as follows:

1. The language of the media must be understandable to all students of the language audience. So that the teacher does not waste time explaining to each other in another language;
2. There is no choice but to refer to the native language when interpreting the meaning of a word;
3. When students have to speak a lot of words in an intermediate language to understand the meaning of a word;
4. The teacher uses the language of the environment as little as possible;
5. The lesson is not to switch to learning Arabic as a tool.

As stated above, the native language will be available.

Can a middle language be used for specific purposes?

Lessons and teaching methods depend on the instrument. Some language learners feel the need to learn a language without translation or another language. Some want to learn the language to some extent, depending on their goals. At this stage, the teacher will have to act in

accordance with the student's goal. So goals are important here. One of these goals is to learn the language well enough to be able to communicate. A teacher's access to a secondary language depends on these institutions and programs.

Attitudes towards the use of an intermediate language in teaching Arabic to non-arabs.

It will be necessary to consolidate the Arabic word in the mind of the student, to teach him to make efforts to learn the language, to give him the opportunity to think directly in the language that he is studying, and not through several practices. At the same time, we note that the teacher can use the language of the environment where it is most needed. If in the educational process the use of a secondary language is allowed, it is important not to supplement the curriculum with an intermediate language. Because what is read is different from what is heard. The reason is that only a certain amount of time is given to study the book and finish reading it. This is the first thing. Second, when programs are created in educational institutions, they are not always designed for a specific audience. It may also be created for Arabic language learners around the world. In that case, how do others use a program that has an engine language? In this case, the program is not intended for others, but only for a specific audience.

On the other hand, many libraries or publishers have stories at different levels: one story is written in Arabic on one page and the translation is on the other to help the reader understand. Here I would like to note that such stories are not programs designed to teach Arabic, but work aimed at increasing interest in learning Arabic and

increasing vocabulary. Such books also help the reader with translation-related issues. In such books, the goal is usually not to teach foreigners a language, but to translate the meaning and content from one language to another. But with educational books, the situation is more complicated. Because we direct such educational programs to students of different nationalities. In this case, the program should not contain any media languages.

Restrictions on the use of intermediate language

In fact, the teacher should refer to the intermediate language where necessary in the language teaching process. In such cases, the use of an intermediate language is also a limitation, and the following are general limitations:

1. The teacher should not use unfamiliar language. Otherwise, it can create a problem that is larger than the problem that needs to be solved;
2. The teacher can use the intermediate language as little as possible, only at the beginning. As the beginner's grammar level increases, the teacher should shorten the native speaker's language;
3. Just as we warn teachers with a weak intermediate language to use an intermediate language, we also warn teachers with a high intermediate language from this situation;
4. The teacher should not use intermediate language during the exam;
5. It is recommended that the teacher use a native speaker in the last minutes of the lesson. At the end of the lesson, the teacher explains the places that are not clear to the students;



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

www.ijiemr.org

6. In any case, the teacher should not use the intermediate language more than

Arabic.