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TEACHING VOCABULARY USING MOTHER LANGUAGE AND TARGET LANGUAGE, ALTERNATIVE STRATEGIES

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STUDY SUMMARY: The study aims to highlight the importance of vocabulary in teaching the Arabic language to non-Arabic speakers, and how it is taught. And stand on the most important problems, and criteria for choosing them in light of modern teaching methods, and how the learner can use them correctly in different contexts. The study asked several questions, the most important of which is: What are the vocabulary? What does the vocabulary word include? What is the position on the use of mother language in teaching vocabulary? What are the most important theories adopted in teaching vocabulary? What are the methods and means for teaching vocabulary?

INTRODUCTION

The Arabic language is of great importance to speakers of other languages, due to the cultural legacy it carries for humanity and the motivations of the learners vary (religious, cultural, economic, and functional). However, those who follow the Arabic language education curriculum find many problems in how to present the vocabulary on the one hand and the methods of teaching it on the other hand. Through experience, there are many problems that learners of the Arabic language suffer from speakers of other languages in different ways, including those who memorize many vocabulary but are unable to employ them in the learning processes through the acquired skills, and some of them fail to use it in different contexts; The reason for this is due to the reliance on the traditional theory: also known as the theory of grammar and translation, and it is based on presenting a list of vocabulary with its interviews in the original language of the learner, and then working to memorize it. Although this theory has been adopted for a long time in teaching, the actual practice has shown that it is a useless method as it relies on preservation and storage, which does not make the learner a good speaker in the second language. This theory is now outdated in linguistic applications and educational practices, but most teachers in Uzbekistan still insist on teaching in it, for this reason this research paper tries to present alternatives to translation in presenting vocabulary, and this research paper tries to answer the following questions: What is vocabulary? What does the vocabulary word include? What is the position on the use of intermediate language in teaching vocabulary? What are the most important theories adopted in teaching vocabulary? What are the methods and means in teaching vocabulary?

Defination of vocabulary

One of them is singular, which is the word or word that consists of two or more letters and defines a meaning, whether it is a verb, a noun, or an instrument (Nasser Abdel-Ghani et al., 1991). It was also known as a means of thinking and a tool for carrying meaning, and it is one of the important linguistic elements that learners should the Arabic language is taught by non-speakers in order to obtain linguistic competence, and its methods of teaching differ from one teacher to another according to the rules of the curriculum and the way of presented vocabulary.

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Importance of vocabulary:

Abdel-Nour El-Mahi explained that all those working in the field of language education know the importance of teaching vocabulary. Because with it we can measure the level of the learner in the target language, but the issue in teaching vocabulary is not that the student learns the pronunciation of letters alone, or understanding their meanings independently, or knowing how to derive them from them or merely describing them in a correct linguistic structure. The criterion of proficiency in teaching vocabulary is that the student is able to do all of this [1].

The vocabulary is the basic component of linguistic competence that enables learners to listen, speak, read, write, and thus communicate with people of the language, as possessing a wide repertoire of vocabulary is necessary to reach the advanced levels. However, this immense and urgent importance of the vocabulary was not properly reflected in the Arabic language curriculum [2].

What does the word "vocabulary" include?

Note the following four groups:

1- أحمد – علي – خالد – تركيا – مصر

2- قلم – كتاب – يأكل – في – على

3- السلام عليكم – وعليكم السلام – مع السلامة – الحمد الله – بأمـان الله–

كيف الحال – لو سمحت

4- محمد طالب – سعيد يكتب الدرس – يسافر سعد بالطائرة

Note the first group of flags that do not differ in their significance from one language to another, but which may pronounce a different pronunciation. So this group is not a vocabulary that is targeted with education, nor is it a vocabulary list in the first place.

Note the second group, you find vocabulary that differs in its meaning from one language to another. So this group is considered from the vocabulary that is targeted with education, and it is from the vocabulary lists in the first place.

Notice the third and fourth groups, which you find in sentences and structures, but the connection of the components of the third group with each other is strong, and it is called "expressions;" Therefore, learn in language programs with vocabulary; Because the goal is to know the context in which it is presented, and it is not necessary for the student to know its full significance. Therefore, this group is one of the vocabulary that is targeted with education, and it consists of the vocabulary lists in the first place. In contrast to the fourth group, which is one of the sentences and topics of compositions, and is taught by lessons of structures[3].

What is the position on the use of mother language in teaching vocabulary?

Dr. Rushdi Toaima points out that the use of the mother language is at the beginner level, and it decreases as the learners advance in their learning of the language, and it can also be employed when explaining an Arab cultural concept that other methods do not help in explaining it[4]. The American Council for the Teaching of Foreign Languages (ACTFL) came out with the result of moving away from translation in teaching languages, and using

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[1]- الماحي عبد النّور محمد- سلسلة جامعة إفريقيا العالميّة لتعليم اللّغة العربيّة للنّاطقين بغيرها- مجلّة - العدد الثّاني عشر - ص 5

[2]-أبو عمشة(2009 (http://www.wata.cc/forums/showthread

[3]- د. عبد الرحمن بن إبراهيم الفوزان ، إضاءات لِمعلمي اللغة العربية لغير الناطقين بِها ، هـ١٤٣١، ص 180 – 181

[4]- رشدي أحمد طعيمة ، تعليم العربية لغير الناطقين بها ،مناهجه و أسسه ، المنظمة العربية للتربية والثقافة والعلوم ، الإيسيسكو ص 268

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the target language to a great extent, up to 90%, while leaving the rest to address problems resulting from comprehension difficulties.[5]

Al-Fawzan also points to the justifications for avoiding the use of mother language as follows:

- To train students to exert effort in the target language.
- To train students to think in the target language.
- Their use makes students lose focus on the target language.
- Their use delays the learning process, so what you learn quickly without thinking is lost quickly.
- Their use hinders target language learning.
- Children acquire their mother tongue without translation, as long as they are able to learn it
- Without translation, you can do the same thing when learning a foreign language.
- If the student uses the intermediate language, his mind passes through several stages, and if he does not use it his mind goes through one stage, and his thinking is focused on the target language only.[6]

Al-Idan adds: The precise meanings of many words, expressions and sentences of any language are culturally unique to that language. Therefore, it is not possible to learn and understand these meanings except through that language itself, and from this point of view, translating words, phrases and sentences from one language to another will impede the foreign language learner from a proper and accurate understanding of its meanings.[7]

What are the most important theories adopted in teaching vocabulary?

The most important of these theories, in my view, is the communicative theory

Communicative theory: It is a linguistic theory whose origins and premises can be traced back to the linguistic researcher Dale Hymes in his book Communicative Power 1975, and perceptions of functional grammar with Simon Dick in his book Functional Grammar 1979. Through real use and communicative context according to different areas of life. What are the foundations of this theory?

The most important foundations of this theory can be summed up in four foundations:

A. The first basis: the nature of the Arabic learner and his goals for learning

Modern communicative linguistics theory in education places great value on learners and considers them an essential component of this process, to which they contribute effectively. For this, we should take their nature into consideration; This is a basic principle upon which to base the nature of the strategies and techniques that the teacher will adopt in teaching, and the nature of the vocabulary that he may employ in each lesson. Therefore, the teaching of vocabulary is directly influenced by the nature of these learners and their learning objectives. Accordingly, we should differentiate between two major types of learners:

- General-purpose language learners: They are the ones who learn Arabic in public programs that include a cross-section of the

[5]- المرجع نفسه ص 268 – 269

[6]- د. عبد الرحمن بن إبراهيم الفوزان ، إضاءات لِمعلمي اللغة العربية لغير الناطقين بِها ، هـ١٤٣١، ص 53

[7]- عبد الرحمن العيدان ، دراسة ميدانية لاستخدام اللغة العربية في تدريس اللغة الإنجليزية بالمدارس السعودية ، المجلد الخامس ، العدد 2

public that has multiple functions, characteristics, interests, and other things in which this audience differs, except for one thing they meet, which represents the common destiny between them, which is that they learn the language to spend their affairs in life in general. Naturally, we find differences in vocabulary in books for teaching Arabic for general purposes, because the term that may be considered essential in this book, may not be the same in another book. Therefore, it is necessary to focus on the common and basic value of these vocabulary, with the possibility of expanding or enriching it according to the new needs and preferences of the learners.

- Language learners for special purposes: they are the ones who learn the language to fulfill special needs related to different areas of life. In this category, we can talk about language education for medical, diplomatic, religious, scientific or technical purposes .. Here, vocabulary is usually shared and relatively confined, and learners' needs are fulfilled because they share the same needs and motives.

B. The second basis: Teaching foreign languages is simulated by the method of acquiring the mother tongue:

This principle starts from a real reality related to the acquisition of the mother tongue. Linguistic, cognitive and psychological studies have proven that the child acquires his mother tongue based on stages, among which is the sentence-word stage, as John Piaget explained in his constructivist theory. Where the speaker can express his needs using words and vocabulary without the need to express his needs in sentences and structures.

We note that any foreign language learner, however it is, can express his needs using independent vocabulary without prejudice to the principle of communicating with native speakers, because they are able to understand his intent and respond to him accordingly.

"Michael Wallace" showed that knowing a word in the target language, just like knowing its native speaker, may mean being able to:

-The word is defined in its spoken or written form

- Summons when needed
- Linking it to an appropriate topic or concept
- Using it in its appropriate grammatical form
- Written correctly

-Using them correctly with words they associate with (verbal collocations)

C. The third basis: language is a reflection of reality, a true expression of it, and a carrier of its culture

The primary goal of all languages is to achieve communication between people, to enable speakers to express their various needs, communicate their ideas and discuss issues of concern to them. Therefore, applied linguistics in teaching focuses on the teacher using a language

Real, far from being arrogant and difficult, and characterized by a diversity between what belongs to the communicative, cultural, civilizational and religious aspects of life of the learned language. This principle requires, then, that the teacher take into account a number of characteristics in teaching vocabulary, illustrated by Belkacem Al-Youbi (2009) in the following:

- Linguistic realism: it means not to ignore the reality in which the foreign language was learned. There is no point in teaching students an artificial language that does not belong to the actual social reality that it reflects in its various levels.

- Language Circulation and Use: This means that “these vocabulary is presented in linguistic contexts that are easy to simulate; like dialogues and easy texts, it is a way to present vocabulary in different situations and

contexts. The use also requires that they be employed in sound linguistic sentences, structures and styles that reflect the linguistic function or functions that we seek to achieve during the learning process. The goal here is to give life to the vocabulary by motivating the learner to employ it in real sentences and contexts, with which it is easy to remember and use it again.

The vocabulary is, then, important at all levels. Instead of introducing the learner to the first intermediate level, for example verbs such as (penetrating) or (going out on), for example - which are specific verbs with specific cultural contexts - so it is better to provide it with (income) because of its ease of use and its frequent occurrence in the words and writings of people. As for the first two verbs, they are not used often, and they are used in specific cultural contexts, where the learner may not realize the differences between them.

- Linguistic accumulation: which is for an Arabic teacher to know how to start from previous vocabulary to build a new dictionary for his learners, and make it easier for them to remember the vocabulary by linking the previous one with its suffix. Language in its entirety is an accumulation of multifaceted knowledge whose predecessor is related to its suffix, and evokes each other. "A proficient teacher provides his students with some strategies that help them learn (...) and he can encourage them to prepare lists of new words up-to-date."

- Importance: "The word that satisfies a specific need for the learner is preferred over the general one that he may not need or need a little." It is not a requirement that we study to the learner all the vocabulary that is contained in each lesson. For their linguistic and functional needs

- Originality: We strongly believe that when a foreigner learns the Arabic language, he is very keen on learning it according to the principle of originality, by which we mean the use of original Arabic words instead of Arabized or dialect foreign words of narrow geographical use. Therefore, we believe that introducing foreign or spoken vocabulary and words specific to a specific country or geographical location is completely incorrect in teaching Standard Arabic for several reasons, including:

- Arabic words have what they can express different needs and meanings. There is no need for evidence for this to be clear

- The use of some vocabulary that belongs to the dialect in teaching does not reflect the reality of the classical Arabic language that we contract with the learner to teach him, on the one hand. The dialect also has its programs, teaching methods, vocabulary and methods. This is in addition to the fact that the learner does not see that al-Fus`ha and dialect are a single linguistic system, for they are two different linguistic systems for him, and there is no need

- This is also evidenced by the fact that the learner of classical Arabic does not have the sole goal of achieving communication, but rather he strives to be able to understand it by hearing in the media, reading books and magazines, writing letters and articles, etc.

D. The fourth foundation: the human mind is a creative mind that works according to a complex psychological system: Noam Chomsky showed in his Generative Transformational Theory 1965-1975 that the learner is not just a blank page on which we can write whatever we want as I went to that behavioral school before, but rather it is a mind and a mind He interacts with language productively and with understanding. He can employ his own strategies for storing, retrieval and remembering. Thus, then, the learner is not just a future of knowledge (language and

ideas) only, but he is an actor in its production, testing, evaluation and development, and then using it effectively. This principle, then, aims to change.

Our old view of teaching which depends on traditional techniques such as indoctrination and asking the learner to repeat the school vocabulary, or to memorize it by heart without knowing how, when and with whom he can employ it[8].

We will present some of the methods and means by which the vocabulary is presented

What are the methods and means in teaching vocabulary?

Vocabulary (i.e. words) is a major part of a student's language ability[9] and the method teaching plays an important role in its teaching, and among the methods of clarifying the meaning of the vocabulary, what Toaima mentioned in the following order:

1. Highlighting the things (patterns) indicated by the word, such as showing a pen or book when the word pen or book appears.
2. Dramatization, as if the teacher opens the door when the phrase "opening the door" is mentioned
3. Role playing, such as if the teacher plays the role of a patient who feels pain in his stomach and is examined by a doctor.
4. Mention of antonym, as if he mentions the word "cold" in exchange for "hot" if they had a previous history.
5. Mentioning the synonyms (sinonim), such as mentioning to them the word "sword" to clarify the meaning of the word "samsam" if they had a previous era with the word sword
6. The meanings are collapsed by mentioning the words that the word brings to mind new. For example, when the word "family" is mentioned, the following words are mentioned: husband, wife, family, boys, ... etc.
7. Mention the origin of the word (root) and its derivatives. This is also one of the methods of clarifying the meaning. For example, when the word "writing" is mentioned, the teacher can explain its origin as "books." And what is derived from this original from words related to the new word "writer, written, book."
8. Explanation of the meaning of the Arabic word by explaining what is meant by the word
9. Difficulty reading, in the event that a new word appears in a text that students are reading, they can be assigned to read silently several times until someone explores its meaning.
10. Searching in the dictionary, students at intermediate and advanced levels can be assigned to search in Arabic dictionaries to clarify the meaning of the new word
11. Translation into an intermediate language, and this is the last method that the teacher can resort to to clarify the meaning of the word, and the teacher should not rush in this matter[10]

CONCLUSION

Teaching vocabulary constitutes a major part, and the teacher should start from some educational foundations that help him develop

[8]- د. خالد أبو عمشة وآخرون ، الدليل ّ التدريبي في تدريس مهارات اللغة العربية وعناصرها للناطقين بغيرها ، الطبعة الأولى 1439 هـ ، المملكة العربية السعودية – الرياض ، ص 89 – 93

[9]- د. عبد الرحمن بن إبراهيم الفوزان ، إضاءات لِمعلمي اللغة العربية لغير الناطقين بِها ، هـ١٤٣١، ص 15.

[10]- رشدي أحمد طعيمة ، تعليم العربية لغير الناطقين بها ،مناهجه وأسسه ، المنظمة العربية للتربية والثقافة والعلوم ، الإيسيسكو ص 198- 199 .

the vocabulary of the language learner, and he must use the method that suits the educational level, so he can present the new vocabulary through movement, picture, blackboard, drawing, samples, or relying on the element of representation and dialogue through question and answer, using interesting presentations, and accustoming students to employ vocabulary in a meaningful sentence.

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