

## **The Reality of Educational Practices Among Teachers of Arabic-Taught Subjects and Their Relationship with Linguistic Weaknesses: A Field Study in Middle Schools of Biskra, Algeria**

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**Received: 06/2024, Published: 11/2024**

### **Abstract:**

This paper studies the weakness in Arabic language among students in Algerian schools that can be deduced from direct observations in classrooms. The sample of this study selects middle schools of Biskra to investigate the reality of educational practices of teachers who teach subjects in Arabic, and to examine the extent to which these practices are related to the manifestations of linguistic weakness among students. The study sample consisted of 51 teachers across all subjects taught in Arabic at middle schools in Biskra city. The descriptive-analytical method was used, where data was collected through a questionnaire, then analyzed and discussed in light of the raised problem. The study concluded that some educational practices of teachers are negative and do not align with the curriculum's vision for teaching and developing the Arabic language among students at this level. These practices could be a direct cause of the problem of linguistic weakness among students and its exacerbation. Therefore, the researchers recommend a set of measures, foremost among them encouraging teachers to use standard Arabic exclusively in teaching, improving their linguistic competencies, programming training sessions for teachers in the field of assessing competencies, and instilling attitudes and values in light of the integrative approach to teaching Arabic adopted in the construction of middle school curricula.

**Keywords:**Educational practices, linguistic weakness, incidental competency, Arabic language teaching, middle school education.

### **Introduction**

The Algerian education system endeavors to cultivate individuals capable of linguistic communication, recognizing it as a tool for engaging with one's community or other societies in the context of contemporary communication and openness to others.

In this context, the second-generation curricula for the intermediate education phase, revised in 2016, accord special attention to the Arabic language, designating it as a foundational competency. This acknowledgment stems from its significance in the student's life and its interrelation with understanding and assimilating other subjects. To support this endeavor, the curricula are constructed under the integrative approach, emphasizing the interconnection of different subjects to achieve the desired outcomes upon completion of the intermediate education phase.

Thus, the second-generation curricula define the contribution of each subject to the development and enrichment of the Arabic language. Teaching Arabic is no longer the exclusive responsibility of Arabic language teachers; it is also the responsibility of all educators who adopt it as a language of

instruction, particularly those teaching subjects within the same language family. (Ministry of National Education, 2016, p30)

The aforementioned necessitates that the educational practices of Arabic language teachers align with these objectives, conforming to the curriculum's implementation requirements. This is achieved by demonstrating the ability to enhance students' linguistic performance, enabling them to acquire a unified language that rescues them from linguistic ambiguity between colloquial and formal levels, consolidating their intellectual capacities through the utilization of a specific language for acquiring knowledge without linguistic mixing or interference. (Mechri, 2017, p138)

## **1. Methodological Framework:**

### **1.1 Research Problem:**

Based on the foregoing, our research formulates the following problem: What is the reality of educational practices related to the development of the Arabic language by teachers of subjects taught in the intermediate education phase? Does this reality have a correlation with the linguistic deficiencies in students' communication in Arabic?

This problem encompasses the following sub-questions:

- To what extent is the oral educational discourse of teachers and teaching methods suitable for the development of students' competence in communicating in Arabic?
- How much attention do teachers give to developing the Arabic language skills of students through the evaluation and appreciation of their communication skills in Arabic?
- What is the contribution of teachers to consolidating the values of national and cultural identity, specifically regarding the Arabic language?

### **1.2 Importance of the Study:**

This study aids educational authorities in Algeria by providing a field report on the reality of educational practices in educational institutions, bringing them closer to real indicators that may be related to the linguistic deficiencies experienced by our students. Consequently, decisions can be made, if necessary, to overcome obstacles in achieving the desired objectives of the curricula for the intermediate education phase.

### **1.3 Study Objectives:**

The study aims to address the formulated problem, achievable through the following objectives:

- Determine the extent to which the oral educational discourse of teachers and teaching methods align with the requirements for developing students' competence in communicating in Arabic.
- Understand the degree of attention teachers give to developing the Arabic language skills of students through the evaluation and appreciation of their communication skills in Arabic.
- Uncover the extent of teachers' contribution to reinforcing the values of national and cultural identity, specifically concerning the Arabic language.

### **1.4 Study Design:**

The selection of an appropriate study design depends on the nature of the subject. Given that the current study aims to understand the reality of educational practices of Arabic language teachers within the classroom through data collection from participants via surveys, a descriptive approach

based on analysis and statistics has been adopted. This involves processing the collected data through statistical methods, presenting the obtained results, and engaging in discussions.

### 1.5 Procedural Concepts:

- **Educational Practices:** Everything practiced by the learner within the tasks of education, encompassing linguistic and educational practices, behaviors, and attitudes that are expected to align with the educational objectives aimed at nurturing youth with a set of values and equipping them to acquire a range of knowledge and skills.
- **Teachers of Subjects Taught in Arabic Language:** Refers to teachers that utilize Arabic as the language of instruction in the intermediate education phase. These subjects include social studies, natural sciences, physics, and mathematics.
- **Linguistic Deficiency:** Refers to the diminished language skills of students in Arabic to a level that prevents them from using it both academically and practically. This deficiency may affect one or more language skills, including listening, speaking, reading, and writing.
- **Middle School Education:** The educational phase that bridges the primary and secondary stages, spanning four years divided into three study cycles.

## 2. Theoretical Framework:

### 2.1 The Integrative Approach in Middle School Curricula:

The preparation of modern curricula relies on an integrative approach that emphasizes organized interconnections between knowledge branches, breaking down barriers between different subject areas, and aligning them in service of a unified educational project. This integrative curriculum is built on several levels, including integration within a single subject, integration across subjects belonging to the same language family, and integration of all prescribed subjects at a given educational level, representing the strongest form of integration. (Khalifa, 2014, p249)

In this context, the second-generation curricula for the intermediate education phase are constructed based on a "coordinated integrative approach that dismantles the isolation of subjects, placing them in the service of a single educational project." This approach seeks collaboration and intersection between different subjects, especially those belonging to the same family. (Ministry of National Education, 2016, p7)

This conceptualization underscores the integrative view of Arabic language teaching in the intermediate stage. "Teaching Arabic is a burden shared by all teachers, not just the Arabic language teacher alone." (Mebarki, 2018, p212)

It establishes the method of linguistic immersion, proven to be more effective in language teaching and learning. Learners are immersed in the language they want to learn, hearing and speaking only that language until its skills are firmly embedded through language practice in various communicative situations. (El-Hadj Saleh, 2012, p139)

### 2.2 Communication in Arabic as a Contextual Competency in the Curricula of the Intermediate Education Phase:

Competencies intended for acquisition by students in the curricula of the intermediate education phase can be classified into two types: (Ministry of National Education, 2016, p8)

- **Subject-based Competencies:** Focusing on controlling knowledge and using resources to solve problems.

- **Contextual Competencies:** Resulting from the interaction between various subjects and specializations.

The curricula of the intermediate education phase have given special attention to Arabic as a foundational contextual competency shared by multiple subjects taught in Arabic. Arabic is considered the primary linguistic tool through which teachers impart a significant portion of knowledge. It serves as "the first foundational contextual competency" that learners must possess to access various learning domains. (National Curriculum Committee, 2009, p32)

To achieve these goals, the curricula outline the contribution of each subject in establishing this competency. For example, the history curriculum emphasizes that "history is a resource that enhances and enriches the linguistic acquisitions of the learner." (Ministry of National Education, 2016, p242) The learner practices using historical concepts and texts related to temporal dimensions, event names, landmarks, and personalities, fostering communicative competencies in the learner, such as engaging in dialogues or discussions on historical contexts.

Scientific subjects do not deviate from the prescribed objectives in the intermediate phase. The physics curriculum, for instance, specifies the contribution of the subject in building higher levels of contextual competencies. Teaching this subject provides opportunities for oral and written expression, scientific models, and terminology, contributing significantly to consolidating these contextual competencies. (Ministry of National Education, 2016, p138) Students engage in activities such as drafting scientific reports, explaining scientific phenomena, and answering posed questions.

While it is not feasible to detail the contributions of all subjects taught in Arabic in the curricula of the intermediate education phase, it can be concluded that the methodological principles based on the integrative approach are a clear call for implementing the principle of linguistic immersion in Algerian schools. This entails communicating in Modern Standard Arabic, whether by the learner or the teacher, both inside and outside the classroom, to ensure that only Arabic is practiced.

### **2.3 The Reality of Arabic Language in Educational Institutions:**

The educational system in Algeria is oriented towards empowering students with Arabic language proficiency, enabling them to express themselves orally and in writing on matters related to their academic and social lives. They should also be able to convey creative ideas articulately and comprehensively.

However, does the reality of the Arabic language in educational institutions across all educational stages reflect these desired outcomes? Based on field experience and direct observation, it seems that this desired communicative competence is no longer present even within the classrooms. An observer of the linguistic situation in Algerian schools would notice that correct linguistic practice is lacking, both on the part of teachers and students, and within the school environment. Students struggle to express themselves accurately, leading to a shift from using Modern Standard Arabic to colloquial Arabic, especially in oral communication. This linguistic shift may widen when teachers, who are supposed to provide a linguistic model adhering to standard Arabic, resort to teaching in colloquial Arabic or using a mixture of foreign languages and local dialects in their educational discourse.

Certainly, such linguistic practices consistently create a linguistic crisis and a real dilemma that hinders the effectiveness of all educational efforts aimed at teaching and learning Modern Standard Arabic. This is especially true within the context of linguistic duality experienced by students in both language proficiency (writing and comprehension) and communicative competence. They may write in Modern Standard Arabic while speaking in colloquial Arabic. This linguistic dichotomy weakens their linguistic abilities and becomes a direct cause for their reluctance to learn and use Modern Standard Arabic. (El Maatouq, 1996, p168)

In light of these observations, the use of colloquial Arabic in teaching is identified as one of the main reasons for the weakness in linguistic achievement. This is because colloquial Arabic is perceived as linguistically weak and impoverished in its vocabulary. Its tendency towards lax expression can lead to lazy thinking, fostering poor linguistic habits that, in turn, contribute to intellectual laziness. If teachers consistently use colloquial Arabic within the classroom, learners are more likely to adopt it as well, resulting in a lack of linguistic progress. (Chiyadi, 2018, p15)

### 3. Study Procedures and Tools:

#### 3.1 Study Boundaries:

The study was conducted in the SidiAkkacha district within the administrative region of Biskra, during the period from December 1 to December 20, 2023.

#### 3.2 Community and Study Sample:

Given that the researcher's choice of the study sample size is often influenced by financial resources and the limited time available for conducting the study, we randomly selected the municipality of SidiAkkacha from the municipalities of the SidiAkkacha district in the Biskra province as the field of study. This decision was facilitated by our occupation in the education sector in one of the educational institutions within this municipality. We also benefited from the support provided by the Directorate of Education in the Biskra province. The study sample consisted of fifty-one (51) male and female subject teachers who taught Arabic language subjects (Social Sciences, Physical Sciences, and Natural Sciences) during the academic year 2023/2024 in the middle schools of SidiAkkacha municipality. The distribution of the sample according to subjects and educational institutions.

**Table 1:** Distribution of the Sample by Subjects and Educational Institutions

<b>Institution Subject</b>	17 October Middle School	Chadli Ahmed Middle School	Ben Tarah Ibrahim Middle School	Ben Amara Abdelhafid Middle School	Sheikh Saleh Massoudi Middle School	<b>Total</b>
<b>Social Studies</b>	5	4	4	3	3	19
<b>Natural Sciences</b>	4	3	3	3	3	16
<b>Physical Sciences</b>	4	3	3	3	3	16
<b>Total</b>	13	10	10	9	9	51

#### 3.3 Study Tool:

The study tool took the form of a questionnaire designed to interview teachers in the field. It was developed by the researchers after reviewing the theoretical literature and relevant studies on the topic. The questionnaire covered three main areas, highlighting the key educational practices that could contribute to the development of students' Arabic language skills. These areas were: oral communication and teaching methods (consisting of 5 items), evaluating and valuing students' Arabic

language skills (consisting of 4 items), and reinforcing values of national and cultural identity (consisting of 4 items). The total number of items in the final version of the tool was 13.

➤ **Tool Validity:**

The validity of the tool was ensured by presenting it to a group of experts in the study's subject matter. They were asked to assess the suitability of the items for the study's performance domains and express any suggestions they deemed appropriate. The researchers made adjustments or deletions based on the experts' opinions, resulting in the final version of the questionnaire ready for distribution to the study sample.

➤ **Tool Reliability:**

The researchers employed the test-retest method on the same sample, redistributing the tool to a separate group of 15 male and female teachers two weeks after the initial application. The Pearson correlation coefficient reached 0.83, indicating an acceptable level of reliability. Additionally, the internal consistency was assessed using Cronbach's Alpha coefficient, revealing a high level of reliability with a value of 0.87. These methodological steps ensured the study's tools were both valid and reliable, laying a solid foundation for the data collection process.

**3.4 Statistical Analysis:**

The statistical analysis was conducted using the SPSS-25 program to implement various statistical methods, including Cronbach's Alpha reliability coefficient and descriptive statistics (mean, standard deviation, and percentages).

The criterion used in the study is illustrated in Table 2:

**Table 2:** Criterion Used in the Study.

Class Length	Practice Level	Level
1-1.80	Very Weak	Weak
>1.80-2.60	Weak	
>2.60-3.40	Moderate	Moderate
>3.40-4.20	Large	High
>4.20-5	Very Large	

**4. Presentation, Interpretation, and Discussion of Study Results**

**4.1 Presentation and Interpretation of Results Related to the First Question:**

The first question aimed to assess the suitability of oral educational discourse and teaching methods for developing students' proficiency in Arabic language communication. To answer this question, mean scores, standard deviations, and rankings were calculated for the domain of oral communication and teaching methods. Table 3 illustrates the response of the study sample to items in the first domain.

**Table 3:** Response of the Study Sample to Items in the First Domain.

Item No.	Item Description		Never Practice	Weak Degree	Medium Degree	High Degree	Very High Degree	Standard Deviation	Mean	Rank in the Field	Level
01	Communicating with students in classical Arabic only, without using dialects or other languages.	Repetition	0	12	28	10	01	0.721	3.00	4	Moderate
		Percentage %	0.00	23.50	54.90	19.60	2.00				
02	Using teaching methods that create communicative situations and encourage interaction among learners.	Repetition	00	15	00	35	01	0.493	3.73	1	High
		Percentage %	0.00	29.40	68.60	0.00	2.00				
03	Encouraging students to speak without fear or shyness.	Repetition	00	00	19	30	02	0.554	3.67	2	High
		Percentage %	0.00	0.00	37.30	58.80	3.90				
04	Enriching the students' linguistic	Repetition	01	10	25	15	00	0.759	3.06	3	Moderate

	<b>vocabulary with scientific terms for the subject and employing them correctly.</b>	Percentage %	2.00	19.60	49.00	29.40	0.00				
<b>05</b>	<b>Discouraging students from speaking in anything other than classical Arabic.</b>	Repetition	13	14	16	08	00	1.038	2.37	5	Weak
		Percentage %	25.50	27.50	31.40	15.70	0.00				
<b>The weighted average for the first dimension as a whole</b>								0.354	3.16	Moderate	

The table number (3) shows that the arithmetic means of the responses of the sample individuals ranged from weak to moderate to high, and the overall arithmetic mean came at an average level of (3.16). Here's the breakdown:

The item that emphasizes "**Using teaching methods that create communicative situations and encourage interaction among learners**" ranked first in its domain with an average of (3.73) and a high level. This reflects the positive inclination of teachers towards adopting interactive teaching methods that engage students in building their knowledge. The choice of active teaching methods creates communicative situations, fostering oral language skills, especially when using Standard Arabic during the lesson.

The item "**encouraging students to speak without fear or shyness**" ranked second with an average of (3.67) and a high level. This reflects the positive practices of teachers who pay attention to the psychological aspects of learners, aiming to boost their motivation and desire to learn. Encouraging students to overcome fear and shyness is essential for promoting proper language usage.

The third position goes to the item focusing on "**Enriching the student's language dictionary with scientific terms and employing them correctly.**" It had an average of (3.06) and a moderate level. This indicates that some teachers may need further clarification and guidance to understand the competencies outlined in the curriculum and their role in enriching students' linguistic skills with specialized terminology.

The item that emphasizes "**Communicating with students in Standard Arabic only without using dialect or other languages**" ranked fourth with an average of (3.00) and a moderate level. This suggests that some teachers may not fully grasp their roles in developing expressive competencies in the curriculum, particularly regarding Arabic as a foundational expressive competency.

The last position goes to the item stating "**I reprimand students when speaking in a language other than Standard Arabic,**" which had an average of (2.37) and a weak level. This indicates that some teachers may not be concerned about students using colloquial or foreign languages in their speech.



This behavior might be attributed to the lack of awareness among teachers about the potential negative impact of using colloquial language in teaching or excessive use of other languages without educational necessity. Some teachers may believe that students are more comfortable expressing themselves in colloquial language from an early age, considering it easier than formal Arabic.

This analysis highlights the varying attitudes and practices among teachers in relation to language instruction, calling for targeted interventions and professional development opportunities to enhance their linguistic proficiency and align their practices with effective language teaching methodologies.

#### 4.2 Presentation and Interpretation of Results Related to the Second Question:

How much attention do teachers give to developing the Arabic language skills of students through the evaluation and appreciation of their communication skills in Arabic? To answer this question, means and standard deviations were calculated for the domain "Assessment of students' Arabic language skills and their appreciation," and Table No. (4) illustrates this:

**Table 4:** Response of the Study Sample to Items in the Second Domain.

Item No.	Item Description		Never Practice	Weak Degree	Medium Degree	High Degree	Very High Degree	Standard Deviation	Mean	Rank in the Field	Level
01	Using the subject-specific terms acquired by the student according to proper linguistic rules.	Repetition	00	02	31	18	00	0.547	3.31	2	Moderate
		Percentage %	0.00	3.90	60.80	35.30	0.00				
02	Correcting the written and oral linguistic errors made by students.	Repetition	00	04	16	28	03	0.726	3.59	1	High
		Percentage %	0.00	7.80	31.40	54.90	5.90				
03	Appreciating the student's skills in Arabic language communication within the framework of continuous monitoring.	Repetition	16	18	09	08	00	1.053	2.18	3	Weak
		Percentage %	31.40	35.30	17.60	15.70	0.00				

04	Following up on recurring linguistic errors made by students in remedial sessions.	Repetition	27	12	05	07	00	1.084	1.84	4	Weak
		Percentage %	52.90	23.50	9.80	13.70	0.00				
The weighted average for the first dimension as a whole								0.556	2.73	Moderate	

The table number (4) reveals that the arithmetic means of the sample individuals' responses ranged from weak to moderate to high. The overall arithmetic mean came to a moderate level of (2.73). Here are some key observations for each item:

The item "**I correct the written and oral language errors made by students**" ranked first with an arithmetic mean of (3.59) and a high level. This indicates that a significant proportion of teachers are attentive to the correctness of language in both oral and written expressions of students. This contributes to establishing their learning and supporting their achievements in the Arabic language subject.

The item "**Assessing the student's use of acquired subject terminology according to proper linguistic rules**" ranked second with an arithmetic mean of (3.31), reflecting a moderate level. This suggests that some teachers may not fully comprehend the general framework guidelines for the middle school curriculum, especially regarding the inclusion of assessment beyond subject competencies and the necessity to encompass the articulated display competencies in the curriculum.

The item "**I appreciate the student's communication skills in Arabic within the framework of continuous monitoring**" ranked third with an arithmetic mean of (2.18) and a weak level. This indicates a lack of awareness among teachers about the need to appreciate the student's acquisition of communication skills in Arabic and monitor its development alongside the subject competencies, considering it as a fundamental display competency. This level may also be attributed to the need for teachers to undergo training in educational assessment following a competency-based approach.

The item "**I follow up on repeated linguistic errors during students' remedial lessons**" ranked last with an arithmetic mean of (1.84) and a weak level. This may be attributed to the prevailing perception among the majority of teachers, suggesting that teaching Arabic language is solely the responsibility of Arabic teachers, dismissing the curriculum guidelines on this matter.

#### 4.3 Presentation and Interpretation of Results Related to the third Question:

To what extent do teachers contribute to instilling the values of national and cultural identity, particularly related to the Arabic language? To answer this question, the researchers calculated the arithmetic means and standard deviations according to the field "Instilling the values of national and cultural identity." Table number (5) illustrates this.

**Table 5:** The response of the sample individuals to the Items in the third field

Item No.	Item Description		Never Practice	Weak Degree	Medium Degree	High Degree	Very High Degree	Standard Deviation	Mean	Rank in the Field	Level
01	I speak in Arabic and show my pride and appreciation for my language in front of students.	Repetition	00	02	31	18	00	0.547	3.31	2	Moderate
		Percentage %	0.00	3.90	60.80	35.30	0.00				
02	I continuously strive to develop the student's interest and inclination towards the Arabic language and encourage its use in their work.	Repetition	00	04	16	28	03	0.726	3.59	1	High
		Percentage %	0.00	7.80	31.40	54.90	5.90				
03	I ensure that the student takes positive attitudes towards his national language and translates that into his daily behaviors.	Repetition	16	18	09	08	00	1.053	2.18	3	Weak
		Percentage %	31.40	35.30	17.60	15.70	0.00				
04	I constantly adjust the students' negative attitudes and orientations towards the Arabic language.	Repetition	27	12	05	07	00	1.084	1.84	4	Weak
		Percentage %	52.90	23.50	9.80	13.70	0.00				
The weighted average for the first dimension as a whole								0.556	2.73	Moderate	

Table Number (5) shows that the arithmetic means of the respondents' responses ranged from weak to moderate. The overall arithmetic mean is at a weak level, amounting to 2.58. Here's a breakdown:

The item stating **"I speak in Arabic and show my pride and appreciation for my language in front of students"** ranked first in its domain, with an arithmetic mean of 2.90, indicating a moderate level. This suggests that a moderate percentage of teachers are keen on nurturing the emotional aspect of the learner's personality, offering a linguistic model to be emulated. The remaining percentage may signify a lack of understanding among some teachers regarding the goals of the Algerian school, which emphasizes the consolidation of national and cultural identity.

The item **"I continuously strive to develop the student's interest and inclination towards the Arabic language and encourage its use in their work"** ranked second with an arithmetic mean of 2.67, indicating a moderate level. This reflects a moderate percentage of teachers who are committed to developing communication skills in Arabic for students, aligning with the vision of the middle school curriculum.

The third position goes to the item stating **"I ensure that the student takes positive attitudes towards his national language and translates that into his daily behaviors"** with an arithmetic mean of 2.51, and a weak level. The final position belongs to the statement **"I constantly adjust the students' negative attitudes and orientations towards the Arabic language"** with an arithmetic mean of 2.27, also at a weak level. This might be attributed to teachers not precisely defining the concept of competence, as modern curricula extend beyond filling the learner's mind with various knowledge to encompass the acquisition of skills, values, attitudes, and orientations, alongside the knowledge presented in various subjects.

#### **5. Discussion of the Results in Light of the Study's Problematics:**

The results presented in Tables 3, 4, and 5 highlight some positive educational practices among the surveyed teachers. These practices include the effective use of interactive teaching methods, engaging students in the classroom, and encouraging them to speak freely while breaking the barriers of fear and shyness. This indicates that teachers possess high-level communication skills that can be utilized to create communicative situations, especially when conducted in classical Arabic. It allows students to actively practice the language, showcasing their abilities to express their communicative needs. According to Medkur, creating a linguistic environment similar to the natural environment where a student acquired their first language through simulation, observation, and conversation is essential (Medkur, 2010, p100).

Additionally, teachers demonstrate a commitment to correcting oral and written errors made by students. This focus on language accuracy positively influences the students' language proficiency and academic performance. Language proficiency is considered a fundamental criterion for academic achievement in the Arabic language subject, providing students with a linguistic tool that aids in acquiring knowledge in other subjects.

However, the study also reveals the emergence of some negative educational practices that may directly contribute to and exacerbate language deficiencies among students. One such practice is the use of colloquial dialect by teachers during instruction, allowing students to use it in educational communication within the classrooms. This aligns with the findings of the study conducted by Mohammed Mechri, exposing the infiltration of colloquial language in educational institutions, where teachers adopt it as a means of explaining lessons, hindering students' ability to employ classical Arabic in their interactions (Mechri, 2017,134).

Furthermore, shortcomings are noted in the evaluation practices of surveyed teachers, as they fail to appreciate students' language skills in continuous assessment. The neglect of this process's role in increasing learners' motivation and their willingness to learn Arabic is consistent with the findings of

the study by researchers karin and Maouch, indicating difficulties faced by middle school teachers in building and using various assessment methods related to the nature of their training, program density, or personal factors (karin, Maouch, 2017, p217).

In addition, there is a lack of attention to the students' inclinations, positions, and attitudes towards their national and linguistic identity. This oversight may contribute to strengthening these inclinations and attitudes. Ben Messoud and his colleagues concluded that focusing solely on language without considering its psychological, behavioral, and social aspects reduces the learner's ability and desire to practice the acquired language (Ben Messoud et al., 2018,p897).

In conclusion, based on the results obtained, it can be stated that some educational practices of teachers instructing in Arabic in middle school exhibit negativity. These practices do not align with the curriculum's vision for teaching and developing Arabic language skills among students at this level. They also fail to reflect the linguistic theoretical foundations of language teaching and learning, as emphasized by Abdelrahman El Hadj Saleh, who advocates for immersing the learner in the language they intend to learn (El Hadj Saleh, 2012, p139).

Therefore, the reality of educational practices related to Arabic language development for subject teachers in middle school exhibits several negative aspects, contributing directly to the linguistic weaknesses observed in educational institutions in Algeria.

#### **Suggestions and Recommendations:**

- Urging teachers to use classical Arabic exclusively in teaching, working on enhancing their linguistic proficiency. Recognizing the teacher as a role model, learners emulate both positive and negative aspects.
- Developing training courses for teachers in the field of educational assessment based on the integrative approach to teaching Arabic. This approach should align with the construction of curricula for the middle school phase.
- Urging teachers to elevate their performance in instilling national and cultural identity values. This is vital for stimulating students' inclinations and desires to engage in linguistic practices.
- Undertaking studies to explore linguistic weaknesses and their causes in various educational stages in Algeria. This will provide insights into the challenges faced by students at different levels of education.
- Conducting comprehensive studies on the effects of linguistic plurality in the school environment. This includes examining how the presence of multiple languages influences the educational landscape and its impact on students.

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