



The textual approach between theoretical ambition and practical obstacle - Reading on concepts, procedures and obstacles -

Belkheir REFICE

University of M'Sila Mohamed Boudiaf
belkheir.refice@univ-msila.dz

Lamri BOUTABA

University of M'Sila Mohamed Boudiaf
lamri.boutabaa@univ-msila.dz

Aissa BOUFESSIOU

University of M'Sila Mohamed Boudiaf
aissa.boufissou@univ-msila.dz

Abstract:

In this article, we try to shed light on the textual approach as an approach in teaching the Arabic language, and the competencies approach as an educational choice, trying to answer the following problem: To what extent was the textual approach able to overcome what was an obstacle to the approaches already approved?

After study and analysis, it was concluded that the textual approach, despite some of the obstacles it faces, has succeeded to a large extent in the educational process. Where it dealt with the learner as the focus of the educational-learning process, so it started with him from the environment to make him a base for starting and interacting with him comprehensively through a set of complete and integrated activities, which start from the text as a product to return to it with an achievement, and then end with it to cognitive competencies that can be embodied through what is known as pedagogical projects

Keywords: textual approach; concepts; procedures; pedagogy

Résumé :

Dans cet article, nous tentons de mettre en lumière l'approche textuelle comme approche dans l'enseignement de la langue arabe, et l'approche par compétences comme choix pédagogique, en essayant de répondre à la question suivante : dans quelle mesure l'approche textuelle a-t-elle permis de surmonter ce qui constituait un obstacle aux approches déjà approuvées ?

Après étude et analyse, il a été conclu que l'approche textuelle, malgré certains obstacles auxquels elle est confrontée, a largement réussi dans le processus éducatif. En considérant l'apprenant comme le centre du processus éducatif et d'apprentissage, elle est partie de son environnement pour en faire une base de départ et interagir avec lui de manière globale à travers un ensemble d'activités complètes et intégrées, qui partent du texte en tant que produit pour y revenir avec un résultat, puis aboutissent à des compétences cognitives qui peuvent être incarnées à travers ce que l'on appelle des projets pédagogiques.

Mots-clés : *approche textuelle ; concepts ; procédures ; pédagogie*



Introduction:

The changes in teaching curricula and methods did not arise in a vacuum, but rather stemmed from numerous scientific and practical justifications. Curriculum developers and implementers aimed to achieve the ultimate goal of the educational process: the success of learners and their positive interaction with their surroundings—in other words, connecting learners to their reality.

Therefore, the Algerian educational system initially adopted a content-based approach, followed by an objectives-based approach, and currently, a competency-based approach. This latter approach adopts textual analysis as its methodology and cognitive theory as its framework, aspiring to be a genuine alternative to previous approaches.

Based on this, we pose some questions to serve as a gateway into the world of textual analysis and its educational effectiveness. These include: What are the most significant educational gaps in previous approaches that the textual approach has managed to bridge? Does its application at all educational levels necessarily mean it is more beneficial than other approaches? And how can we justify this methodologically? Perhaps the most important question is: Does the theoretical approach to the textual method align with practical reality? If the answer is no, what is the solution?

1-The Textual Approach – Concepts and Procedures

In this section, we will break down the elements of the title and clarify its essence based solely on its technical meanings:

Generally, an approach refers to "the method or manner of studying a subject or problem in order to solve it according to a specific strategy" (Al-Farabi, 1994, p. 21.)

In the educational context, it refers to "the theoretical framework formed from the principles upon which it is based" (Azizi, 2003, p. 147)

It is also considered "a vision for building a project according to a plan that takes into account all the intervening factors, including place, time, methods, means, learner characteristics, and educational theories" (Boubakri, 2007, p. 7). As for the text, it is "a discourse that has been established through writing." (Ricoeur, 2007, p. 107) As Paul Ricoeur states,

It is also a written linguistic unit comprising more than one sentence (Brinker, 2005, p. 21), as Klaus Brinkerdade saw it.

Oswald Decroix and John Marstiver define it as: "A spoken or written linguistic sequence that constitutes a communicative unit." (Decroix, 2007, p. 533)

Pedagogically, it is: "An educational unit, a focal point where linguistic and non-linguistic knowledge converge." (Abrir, Textual Teaching: Theory and Practice, 2007, p. 1)

The textual approach has two concepts (Ayachi, 1998, p. 152): - Textual grammar or text linguistics: This means studying the text systematically and linguistically, free from any other extraneous projections.

- A text-based educational approach or method that uses the text as the central focus for addressing language



activities in order to develop students' oral and written expression skills.

The text-based approach makes the text a fundamental pillar, either in linguistic studies, as is the case in text linguistics; It is studied through a closed linguistic lens, without preconceived notions, or by addressing linguistic activities within the educational framework.

As for school activities: these are a set of actions undertaken by learners under the supervision of the school, inside or outside the classroom, with the aim of providing them with new experiences and developing the cognitive, skill-based, and affective aspects of their personalities (Shehata, 2000, p. 37)

It also refers to "a set of behavioral patterns related to the curriculum, practiced freely by students under the guidance of teachers, which helps to increase their experiences, develop their personalities holistically, and achieve educational goals" (Eid, 2011, p. 8). As for linguistic activity: it consists of "linguistic practices undertaken by learners inside or outside the classroom to help them develop linguistic skills" (Al-Liqani, 2003, p. 323). It is linked to language teaching, works to develop learners' linguistic skills, and can be both classroom-based and extracurricular. As for the textbook: it is "a container that includes all the knowledge and information intended to be imparted to students." In light of their psychological characteristics and mental abilities" (Samak, 1998, p. 61)

Or it is: a printed document that includes a set of knowledge and information intended to achieve predetermined educational objectives, presented in a

scientific and organized manner for teaching a specific subject (Al-Hashemi, 2009, p. 260)

Or it is: the overall system that addresses a set of elements directed at a particular grade level and linked to a specific subject in order to achieve the educational objectives defined in the curriculum (Al-Jaafra, 2011, p. 129)

Thus, we have broken down all the elements that constitute the subject of study, which allows us to delve into the depths of the educational process according to the textual approach.

2-Educational Approaches - Paths and Trends

The Algerian educational system has adopted various teaching methods, which can be summarized as follows:

2-1 Content-Based Teaching:

This was the first approach adopted by the Algerian educational system. It focuses on the importance of filling the learner's mind with knowledge and information, storing it in their memory until the time comes to recall it in term and final exams. This type of teaching focuses on the knowledge and information presented to students at any stage, which is an end in itself. This has led to several drawbacks, most notably (Raja, 2014, p. 246)

- Focusing on providing the learner with the largest possible amount of information and knowledge within a specific timeframe, without considering the functions of this knowledge. This has turned the learner into merely a reservoir to be filled with information.
- Fragmenting knowledge without establishing any connections between them, which has prevented the learner from engaging in the process of achievement and discovery.



- Focusing on the role of the teacher rather than the learner.

- Failure to consider the psychological and intellectual characteristics of learners, leading to difficulties in selecting assessment and teaching methods.

It has also been criticized for focusing on the teaching process rather than learning, and for its aim to impart information and knowledge to learners without enabling them to understand its meaning, how to utilize it, or how to apply it to their environment.

2-2 Objectives-Based Teaching:

This approach begins by dividing learning into procedural objectives that students must achieve (Bouzid, 2012, p. 12). This means that this type of teaching starts with objectives characterized by their fragmentation, describing learner behavior.

Objectives-based teaching treats learning as a behavior (stimulus and response) observed in the learner after undergoing a learning experience represented by content learned at a certain stage. This behavior is measurable and evaluable. However, the learning experiences acquired by the learner are fragmented and not linked to a context that the teacher imparts to the learner (Hamdawi, 2001, p. 1). Therefore, objectives-based teaching differs from content-based teaching in its starting point. Content focuses on providing the learner with knowledge and information, while objectives-based teaching prioritizes educational goals, their formulation, and making them the starting point of the educational process due to their importance.

2-3 Competency-Based Teaching:

This is a new educational system that aims to develop learners' competencies and focuses on their activity and intrinsic abilities rather than solely on the knowledge they acquire in the educational process. Algeria adopted this type of teaching in 2003 by establishing committees under the supervision of the Ministry of National Education to develop programs that include the competencies to be acquired by students (Nait, 2005, p. 7)

It focuses on the learner and their activity in the educational process. Its emergence was an inevitable result of two factors (Boualaq, 2004, p. 10)

- The intense conflict between the behavioral theory, upon which the objectives-based approach is based, and the cognitive theory, upon which the competency-based approach is based.
- The shortcomings identified in previous teaching methods, whether content-based or objectives-based. Therefore, we pose the following question: What is new about the competency-based approach, and what are its foundations?
- Competency-based teaching is characterized by the following features (Atiq, 2011, p. 139)
- Connecting education to daily life.
- Reliance on practical training and development.
- Reducing the curriculum content.
- Equipping learners with knowledge to apply in their daily lives.

It begins by connecting the educational process to the learner's reality, by teaching them how to apply knowledge to problems related to their lived experience. The goal of competency-based teaching in the educational process is not



merely memorizing knowledge and information, but rather teaching the learner how to use it. It focuses on quality, not quantity.

Competency-based teaching is also based on a number of principles, including (Bounouah, 2014, pp. 15-16):

- ✓ Construction: This means connecting prior knowledge with new knowledge.
- ✓ Application: This means the practical application of what has been learned.
- ✓ Integration: This means using knowledge to solve meaningful situations.

These principles ensure that the educational process has meaning through the interconnectedness of its elements, achieving integration by harnessing and utilizing knowledge and information to solve various situations, and emphasizing practical application over theoretical discussion.

If these principles are adopted, we will be able to achieve a number of positive outcomes, including (Bounoua, 2014, p. 17):

- Giving learning meaning by motivating learners to innovate and be creative.
- Fostering learner discipline and generating a desire and motivation to learn.
- Making knowledge a means to achieve the goal of the educational process, which is to equip learners with skills and competencies that enable them to confront the problems they encounter.
- Emphasizing the learner's role in the educational process, with the teacher acting as a facilitator.
- Developing skills and interests in various fields.

- Taking into account the individual differences among learners. The student is the focus of the teaching and learning process. The process should begin with the student, starting from their existing reality, whether as a fact or a hypothesis. Through learning presented according to a comprehensive textual approach, the student develops a reality different from their initial one, leading to positive student interaction through perceptions, behaviors, and social activities.

Thus, the competency-based approach starts with the learner and reaches them. However, the learner it reaches differs radically from the learner from whom it began, even though they are the same. The question we now pose is: to what extent can this be observed in our educational system?

3- The Textual Approach: Aspirations and Criticisms

In this section, we will examine the extent to which the theoretical aspirations of the textual approach align with its practical and field-based procedures, specifically through language activities in secondary school textbooks.

- The textual approach is based on a number of principles, including (Al-Jaafra, 2011, p. 129)
- Treating language as an integrated and interconnected unit.
- The necessity for learners to engage with direct, meaningful, and relevant experiences.
- Emphasizing that the learner is the core and focus of the educational process.
- Utilizing the learner's existing knowledge and prior experiences, working to develop and build upon them.



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- Granting learners freedom of expression to foster self-confidence and character development.
- It also aims to achieve the following:
- Developing learners' ability to use language correctly, both orally and in writing.
- Fostering the learner's well-rounded and effective personality, enabling them to handle diverse situations and creatively find solutions by applying their knowledge, skills, and abilities.
- Adapting educational curricula and content to the nature of the competencies to be achieved, without being restricted to a specific subject.
- Integrating Arabic language with various educational subjects, leading to the integration of knowledge in students' minds and connecting the facts and information found in different curriculum materials.

From the above, we can conclude that the textual approach seeks to build the learner's personality by integrating activities within a single subject and across different educational materials, thus equipping the learner with the ability to communicate effectively and solve problems they encounter in their lives.

The roots of this approach can be traced back to Harris and his methodology in discourse analysis, which rests on two pillars (Jamil, 2012, p. 6):

- Studying the distributional relationships between sentences.
- Linking language to the social context. He concluded that relying on these two pillars in linguistic analysis leads to correct understanding compared to the descriptive behavioral study based on limiting the study to sentences

and the relationships that link their parts. This attempt presented by Harris made linguists rely on the text in analysis, and with the middle of the sixties a new linguistic science began to crystallize known as text grammar or text linguistics, which took upon itself the study of the text (Abrir, From Sentence Linguistics to Text Science, June 2005). These changes in linguistic studies were reflected in the educational aspect, and led to the transition from relying on the sentence in traditional curricula to the text under modern curricula built on the basis of the competency approach.

3-1 The Practical Aspect of the Textual Approach:

The textual approach relies on the same levels employed by text linguistics in studying texts, namely:

- The phonological level: This level focuses on studying sounds and their characteristics, along with phonetic phenomena associated with speech, such as stress and intonation. This level is clearly evident in the educational aspect, stemming from the pronunciation performances of teachers and learners in reading activities, which serve as the source from which learners select phonetic material.
- The morphological level: This level relates to the structure that constitutes the word, the subject of which is morphology.
- The syntactic level: This refers to studying the functions performed by linguistic units within the context in which they appear, and the relationships that connect these units.
- Studying this level in the educational aspect requires two essential stages (Barkawi, 2015, p. 23)



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- Grasping the sentence structure by extracting it from the text, studying it, and analyzing it.
- Moving towards text analysis by reconstructing the macrostructure (the text), starting from the activities of oral and written expression.

It is clear from the above that the sentence is a fundamental step from which to proceed to studying the text's structure at the syntactic level.

- The semantic level: This involves studying the meanings that words refer to. This level is employed in the educational aspect by adopting contextual theory, which is based on explaining vocabulary by placing it in different contexts in order to reveal its meanings. This is further supported by using certain terms that indicate semantic explanation in the curriculum within reading activities, so that the learner is ultimately able to "understand and produce texts" (Habibi, 1992, p. 1).

From the above, we conclude that these linguistic levels constitute the basic starting points from which the textual approach is launched, with the aim of equipping learners with the mechanisms for understanding the reading text, writing production, and developing their linguistic resources. Therefore, the text cannot be studied in isolation from these levels in order for the learner to be able to "form an organized set of knowledge, practical skills, and attitudes in order to accomplish tasks" (Junner, page 47)

3-2 Language Activities in Secondary School:

Language activities in secondary school are divided into eight activities.

3-2-1 Reading Activity:

This is the first language activity, and its texts form the basis for addressing the other language activities. It is carried out according to the following steps (Saidi, pp. 29-30):

- Getting to know the author of the text: This involves drawing the students' attention to the text by asking questions about the author of the literary work to identify them and the occasion of the poem.
- Introducing the text: This is done by the teacher, relying on accuracy and brevity in this introduction to engage the students and draw them into the atmosphere of the text.
- The teacher reading the text: This involves reading it correctly and expressively, paying attention to pronunciation, good delivery, and conveying the meaning.
- Individual student readings: Each student reads a part of the text, and the teacher corrects any mistakes they make during reading so that the error does not become ingrained in their minds.
- Enriching my vocabulary: In this step, only the difficult vocabulary words are explained and written on the board.
- I explore the text's data: This involves posing questions related to the various ideas, meanings, styles, symbols, and all the expressive tools the writer used to convey meaning to the reader.
- I discuss the text's data: After extracting these expressive tools and methods used in the text, I discuss them to uncover their hidden meanings.



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- I determine the text's structure: This involves posing questions to identify the text's style based on its inherent characteristics.
- I examine the coherence and cohesion in the text's paragraph structure: This stage involves studying the formal and semantic devices that contributed to the text's cohesion and unity.
- I summarize the text's evaluation: This step serves as an assessment of the text based on its expressive and intellectual characteristics.

3-2-2 Grammar Activity:

This is the second language activity, and its teaching relies on three methods (Al-Sulaiti, 2002, p. 56):

- The Standard Method: This is the oldest method of teaching grammar. It begins by displaying the rule on the board, followed by examples that illustrate it. The lesson concludes with an application related to the studied rule, which may be grammatical analysis or the use of meaningful sentences.
- The Inductive Method: Unlike the previous method, it starts with incomplete examples from which the rule is derived.
- The Literary Text Method: This method involves teaching grammar based on a complete text presented to the students. It is carried out according to the following steps:
 - Introduction: This depends on the nature of the lesson and may consist of questions or a review of the previous lesson.

- Presentation of the Text: This text is one that the students have already encountered in the reading lesson. They are asked to revisit it to extract examples relevant to the lesson, based on a series of progressively challenging questions posed by the teacher.
- C. Derivation of the Rule: After the students extract the examples, they discuss them with the teacher to arrive at the details of the rule. Each detail is written on the board.
- Application: This occurs in two parts: one during the derivation of the rule, which is oral, and the other after the lesson, which is written.

3-2-3 Rhetoric Activity:

This is the third language activity and has three methods (Al-Waili, 2004, p. 49):

- The Standard Method: This method relies on stating the definition of the rhetorical term, then clarifying it with examples, and finally applying this term through exercises.
- The Inductive Method: This method uses examples as a starting point in the rhetorical lesson to discuss and compare them. Then, the definition of the rhetorical term and its rhetorical function are arrived at, to be applied later through oral and written exercises.
- The Literary Text Method: This follows the same steps as the previously mentioned grammar lesson.

3-2-5 Prosody Activity:

This is the fourth activity, and the following steps are followed (Document, page 2):



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- Return to the studied literary text and select examples related to the prosody lesson.
- Extract the examples and write them on the board, adding diacritics.
- The teacher reads the verses expressively, trying to highlight their external musicality.
- The students read the verses one after the other.
- Prosodic Discussion: The teacher asks questions about the verses and how to scan them, explaining the components of each syllable. The teacher emphasizes that metrical feet are the combination of syllables in a specific way, leading them to identify the meter. Each time a part of the rule is identified, it is written on the board.
- Application: The teacher assigns the students to scan verses from a specific poem, ensuring they belong to the studied meter.

It is noteworthy that this method focuses on teaching prosody through the poem, in addition to the roles of both the teacher and the student. The teacher's role is guiding; Because it guides learners through the details of the lesson using progressively challenging questions, while the learners' role is to identify the elements of the lesson and apply them.

3-2-5 Guided Reading Activity:

This is carried out according to the following steps (Curriculum, page 64):

- Introducing the text to be studied by providing a general overview of it and its author.

- Assigning students to read the text at home carefully and attentively in preparation for discussing it in class.
- Discussion: This is based on a set of questions prepared by the teacher, ensuring they are varied.
- Students are asked to write a summary of the text they have read and present it one by one for discussion and critique with the teacher.
- Utilizing the Impact of the Text: In this stage, the text is utilized by:
 - a) Extracting the intellectual and artistic value of the text.
 - b) Identifying its structural and linguistic features.
 - c) Producing a text in the style of the studied text.

We conclude from the above that the method of teaching guided reading differs from the method of teaching texts in terms of its steps.

3-2-6 Expression Activity:

This is one of the most important language activities, as it represents a goal to be achieved through learning other language activities. Its teaching is divided into two methods (Al-Waili, 2004, p. 95):

- Method of Teaching Oral Expression: This is done according to the following steps:
 - a) Introduction or Preliminary Remarks: In this stage, the topic of expression is chosen either by the students or the teacher. The chosen topic must take into account the learners' interests and characteristics.



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- b) Presentation of the Topic: The topic is presented to the students by writing its main elements on the board, and the teacher explains them.
- c) Student Discussion: In this stage, the learners talk about the topic, and it is acceptable for the teacher to ask the students questions while they are discussing the topic.
- Method of Teaching Written Expression: This is done according to the following steps:
 - a) Introduction: The teacher chooses a suitable introduction to pique the students' interest in the topic of written expression.
 - b) Presenting the Topic: In this step, the main elements of the topic are presented on the board to the students, provided that the teacher explains how to write the topic in a coherent and sequential manner.
 - c) Writing the Topic: In this step, the students write down their information and ideas about the topic of the essay.
 - d) Evaluating the Written Expression: In this step, the teacher corrects the students' expressions and rectifies the mistakes they made. It is preferable to discuss the mistakes with the students to avoid repeating them.

We can conclude from this that the two methods of teaching expression involve some steps, differing only in how the topic is presented: orally in oral expression and in written expression. The evaluation method also differs; the oral expression method does not include evaluation, unlike the written expression method.

3-2-7 Learning Resources Development and Activation Activity:

This is an integrative activity in which learners integrate the resources they have acquired through various language activities (Curriculum, p. 12).

3-2-8 Project-Based Activity:

This refers to an individual or group undertaking a series of activities aimed at providing them with a set of information, facts, and perspectives related to various aspects. (Al-Jaafra, 2011, p. 11).

A careful examination of the theoretical framework of the textual approach reveals methodological persuasion and scientific justification for adopting it as a foundation for the educational process. Indeed, it seeks to:

- Utilize learners' prior knowledge.
- Diversify learners' forms of expression through the variety of text types.
- Train learners in diverse methods of engaging with texts, such as summarizing, describing, recording spoken information, and commenting.
- Reinforce language skills in learners' minds and expand their knowledge. - To equip learners with the ability to understand and solve problems through the integration of knowledge.

Despite this, some obstacles have emerged that have hindered its optimal application. These were expressed by several professors at various conferences held by the Laboratory of Theoretical and Applied Linguistic Studies at the University of Al-Masala, as part of the partnership between the university and the Directorate of Education, within the framework of connecting the university with the



surrounding community. These obstacles include (Tahir Alawi, p. 343):

- The length of the text; this affects the time allocated for the lesson, making it insufficient to complete all its steps.
- Wasting time reading, understanding, and analyzing the text, which leads to failure to grasp the required rule.
- This method may lead learners to focus on understanding the text rather than the rule itself.
- The difficulty in obtaining complete texts that include all the elements of the lesson, which leads teachers to deviate from the textual approach and adopt other methods of presenting the lesson, especially in grammar and rhetoric activities. It is extremely difficult for a text to contain all the examples that illustrate the rule being taught.

Conclusion:

- From all that has been discussed, we conclude the following:
- The textual approach has proven largely effective in the educational process. It treats the learner as the central figure in the teaching and learning process, starting with the surrounding environment as a foundation and interacting with it comprehensively through a set of integrated activities. These activities begin with the text as a product, return to it as a finished product, and culminate in cognitive

competencies that can be embodied through what are known as pedagogical projects.

- Despite the observed shortcomings, particularly regarding the length of the text and its time-consuming nature, as well as its lack of all the examples needed to explain the rule, especially in grammar and rhetoric activities, the teacher has the freedom to include examples from outside the text that fall within the overall competency to be achieved.
- The field of educational approaches remains wide open. Adopting the textual approach over the competency-based approach does not preclude the possibility of other approaches that can assist the teacher in achieving their educational and learning objectives.

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