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Teaching Arabic language in light of a model towards the expanded job discourse of Ahmed Al-Mutawakkil

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Abstract:

The functional grammatical theory is one of the most important theories of linguistic deliberation that paid great attention to the functional aspect of deliberation in the analysis of natural language. The Dutch linguist Simon Dick adopted linguistic ideas in his theory and made them goals that should be reached and achieved in the theory of formation in the form of results that serve linguistic research in general. His theory was distinguished by its interest in both structural and deliberative aspects without exaggerating the research on one side at the expense of the other, through its models that were evolving every time. Modeling has passed through many stages, to mention but not limited to, Where was the first model represented by what Simon Dick termed the kernel model, followed later by the standard model or the natural language model, to continue the modeling with Ahmed Al-Mutawakkil, McKenzie and Henkfeld, where Ahmed Al-Mutawakkil formulated a model towards the mold layers that he founded on the previous models, then McKenzie and Henkfeld felt the need to add another model that analyzes the discourse, they called it a model towards the functional discourse, and the end was with a model towards the extended functional discourse with Ahmed Al-Mutawakkil again, and this research seeks to talk about how to exploit the expanded functional discourse model in The teaching of the Arabic language, a model towards the expanded job discourse, dealt with the process of direct and indirect discourses, analyzed them and developed a ruler that shows how they work.

Keywords:

Functional Grammar Theory, Arabic Language Teaching, A Model Towards Extended Functional Discourse, Ahmed Al-Mutawakkil.

Introduction:

The linguistic functional grammatical theory is one of the most important linguistic theories that have paid attention to language on its communicative and deliberative side and gave it special attention and extensive in-depth study, as Simon Dick tried since the beginning of his establishment to clarify his goal of achieving the three competencies of psychological adequacy, stereotypical adequacy and deliberative adequacy. There is no doubt that this theory was

widely accepted by linguistic researchers, as it was considered the most effective theory in the study of language due to its familiarity with all aspects of the latter, and studies continued and multiplied within it until the Moroccan linguistic researcher Ahmed, who was entrusted with introducing it to the Arab world and introducing it through his model to the castes and to the expanded functional discourse, which was considered one of the most effective models in analyzing the Arabic language and its discourses, as he updated them in accordance with the rules and principles of the Arabic language.

After the success of functional grammar models in Arabic linguistic studies, linguistic researchers such as Naima Al-Zuhari and non-linguists working in the fields of psychology and language disorders with Ahmed Al-Mutawakkil have been working to try to exploit them in many other fields, such as teaching languages, addressing speech and language disorders, and the fields of human translation and machine translation. These fields are one of the most important human fields that must be paid attention to and developed because they are interested in the language used among the people who occupy them.

The field of language education is an important field because it is concerned with the methods of teaching languages and how to communicate information from the self of the teacher to the self of the learner. This is what makes those working in it face many difficulties. In order to find solutions to these difficulties and problems, researchers from different disciplines must pay attention to it, especially those working in the field of linguistics in its various branches. Functional linguistics led by Simon Dick and Ahmed Al-Mutawakkil in the Arab world have tried to give suggestions to contribute to the development of that field. Ahmed Al-Mutawakkil, in his medium discourse, showed how the educational discourse works and gave a proposal to teach languages through his model, which was termed as a model towards the expanded functional discourse. So how can this model be used in teaching the Arabic language and reducing the problems facing teachers and learners?

1- Definition of Functional Grammatical Theory:

Grammatical functional theory is defined as a theory of structure and significance, viewed from a deliberative point of view, that seeks, through its models and principles, to describe and explain the characteristics of discourse, considering its dimensions, axioms and denominators.¹

2-The development of modeling within the functional grammatical theory:

Functional grammatical theory was founded by the Dutch Sane Simon Dick, who aspired to achieve linguistic goals that previous theories did not reach, including the achievement of psychological and stereotypical competencies, and the formulation of grammatical models capable of linguistic description that includes linguistic manifestations along with the distinctive deliberative manifestations of language, and has "proposed in the theory of functional grammar since its emergence three formulations that are usually termed for simplification "before the standard model " (Dick 1978) " and the standard model " (Dick 1997a and b) and " after the standard model ".² These three formulations appeared to achieve the linguistic competencies and goals that Simon Dick sought at the beginning of his establishment of the theory, and then the linguists Mackenzie, Hengeveld, and Ahmed Al-Mutawakkil followed him to fill the gaps that existed in the first two models, and to achieve more other linguistic goals that we will learn about in the folds of this research.

2-1- Pre-standard stage:

¹See: Mohammed Al-Hussein Mulitan, Theory of Functional Grammar, p. 164.

²IV, sect.

The first model to be formulated within the functional grammatical theory was termed the pre-criteria model, and it was characterized by characteristics including monism, and "The character of monism in the first model is represented in three aspects: the subject of the lesson, the structure of grammar, and the formation of the infrastructure of linguistic phrases."³ The first model would have developed each of its descriptive and analytic elements of language separately, and separated them from each other, to operate separately rather than united, and this is what is wrong with it, as it was considered a deficiency in the model that must be addressed so that the model can reach the desired linguistic goals.

2.1.1 Core Model:

The kernel model proposed by **Simon Dick** is the fruit of continuous thinking about the possibility of expanding the grammatical linguistic ideas that prevailed before, and "what we mean by the kernel model is the first models of functional grammar theory presented to him in Dick's first book (Dick 1978). The components of this prototype, in their order of operation, are four: treasury, rules of attribution, rules of expression, and then phonological rules."⁴ These four components interact with the problem of the nucleus model, showing how speech is formed in the mind of a user and speaker of natural language until it is formed and manifested in its phonetic form. This model has been known by several nomenclature by functional linguists. **Ahmed Al-Mutawakkil** calls it the lexical model, and in this regard he says: "We suggest calling it lexical because it adopts the lexicon as a basis for building the linguistic phrase and a source for its derivation⁵." It appears, then, that the nucleus or lexical model is based primarily on the lexicon contained in the treasury in order to clarify the process of syntax used by the natural language speaker in his dialogues.

2-2- Criteria Stage:

2.2.1 Standard Model (Natural Language User Model):

With the first pre-criterion model, **Simon Dick** tried to present the initial initial ideas that express what functional theory seeks. "Functional grammar theorists have forgotten the shortcomings of the first model after years of activating it and passing it through the check of the three competencies, deliberative, psychological and stereotypical, and they note that this shortcoming is due to the monism of the model in terms of the subject of the lesson, the composition of the descriptive device and the nature of the underrepresentation of semantic and deliberative characteristics."⁶ Each of the characteristics of the components and elements included in the nucleus model was characterized by monism, which means that the tributaries of the three competencies were not grouped in that model, but rather contained only one adequacy, which is contrary to what the functional theory sought, which led Simon Dick to develop his ideas and add other elements that achieve stereotypical adequacy, as it was manifested through the natural language users model. "Considering that the subject of linguistic description is, as mentioned above, the communicative ability of the natural language user, which consists of several faculties, the" natural language user model "was formulated on the basis that it is a template device that includes at least five templates, each of which meets the description of one of the

³IV, sect.

⁴Ahmed Al-Mutawakkil, Career Oriented in Arabic Linguistic Thought: Origins and Extension, p. 71.

⁵Ahmed Al-Mutawakkil, Career and Architecture, Ansak Magazine, Department of Arabic Language, Faculty of Arts and Sciences, Qatar University, p. 1, MG.1, 2017, p. 195.

⁶Ahmed Al-Mutawakkil, The Functional Approach in Linguistic Research, p. 252.

five faculties."⁷ Through the standard model, Simon Dick sought to add the five linguistic templates represented in the grammatical basis template, which has relations to the cognitive template, the logical template, the social template, and the cognitive template. The last four templates derive their roles and work from the grammatical template that provides them with the necessary linguistic strength, and thus also derives from them the different knowledge that they contain. According to Dick Dick's 1989 proposal, the natural language user model consists of five templates: the grammatical template, the logical template, the cognitive template, the social template, and the cognitive template. These templates describe the five faculties that make up the natural language user's communicative ability. Let us mention that the list of these queens is an open list so that other queens can be added, if it is proven that they have been added, as is the case with the poetic queen."⁸ The proposed templates are matched by queens, as each template has its own queen, the grammatical template is matched by the grammatical queen, the logical template is matched by the logical queen, the cognitive template is matched by the cognitive queen, and the social and cognitive templates are matched by the social and cognitive queens.

2-3-Post-standard stage:

The pre-criteria and the criterion were characterized by two slightly deficient models in terms of description and analysis despite the development processes that took place on them, but "after the expansion and enrichment processes, the functional linguists' desire to achieve the greatest simplicity and economy led to efforts to standardize the model. Let us draw attention here to the fact that autism is not monistic. Monism is a description of a model such as the first model with one dimension (sentence model, pure grammatical model...) Autism imprints a multidimensional model whose various dimensions fuse into a single whole."⁹ The unification of the elements included in the grammatical model ensures an accurate description and analysis of the language, and the effectiveness of the model, because reducing two elements, for example, to one element makes the model characterized by economy and simplicity.

2-3-1- Model towards cast layers:

There were many linguistic studies in the Arab world, but they were theoretical studies, and after the emergence of functional grammar and its entry into the Arab world by the linguist **Ahmed Al-Mutawakkil**, it developed and introduced new ideas, which led to the emergence of grammatical models that analyze the Arabic language based on his ideas. "This model is the first Arab contribution to a complete model that Ahmed Al-Mutawakkil called the term "towards castes, "through which he proposed what was termed " the structure of the model discourse. " For Al-Mutawakkil, it is necessary to reconstruct the concept of discourse in linguistic studies."¹⁰ In order to fill the gaps and remedy the deficiency that existed in the two models of **Simon Dick**, represented by the nucleus and the standard, **Ahmed Al-Muwakkil** worked to mix the ideas contained in them and add creative and developmental ideas that enabled him to formulate a model that was agreed upon towards the cast layers, as the model templates and components work through it in a stratified form, within three levels: the semantic level, the relational level, and the rhetorical level.

⁷ Ahmed Al-Mutawakkil, Arabic Language Issues in Functional Linguistics: Infrastructure or Deliberative Semantic Representation, Dar Al-Aman, Morocco, i., 1995, p. 19.

⁸Ibid., p. 158.

⁹Ahmed Al-Mutawakkil, Functional Approach in Linguistic Research, op. Cit., P.253.

¹⁰Sarah Aqd, The job called from Arabic grammar to functional grammar theory, within the collective book: Ahmed Al-Mutawakkil's functional grammar theory, theoretical chapters and methodological visions, supervised and coordinated by Yasser Agha, Academic Book Center, Amman, 1st Edition, 2020, p. 239.

2-3-2- Model Towards Job Discourse Standard:

A model towards the functional discourse proposed by Henkfeld and **McKenzie** is complementary to the previous models proposed by **Simon Dick** and **Al-Mutawakkil**. Henkfeld and **McKenzie** worked on developing the ideas that preceded them and trying to develop a model that fills the previous gaps and gives "precedence to deliberation over semantics and to both of them over morphology, composition and sound, an arrangement that reflects the process of producing the discourse as the speaker proceeds from intention to content and then to pronunciation."¹¹ Functional grammar models, then, all focused on deliberation and its precedence over semantics. In the opinion of the employees, the semantics and grammatical structures are subordinate to deliberation and not vice versa. The different contexts and shrines in which the speaker is located impose certain structures on him according to what he is. He begins to choose the grammatical and morphological structures that express those shrines. The mental production process of speech starts from the purpose and objective that the speaker wants to express and communicate to the recipient, and then chooses the appropriate meaning of what he wants to say so that it is formed acoustically and appears in its audible form.

Functionalists have always developed functional grammatical models and tried to look for the shortcomings in each model so that they can come up with a complete model that is suitable for analyzing natural languages and their discourses. "From the results of the developments in the subject of the lesson and in the ceiling of deliberative efficiency, a model was developed towards functional discourse. A model based on a central component is the grammatical component and three accompanying components are the conceptual cognitive component, the contextual component and the phonological component – the output." Functional researchers¹² have always sought to develop deliberative efficiency by proposing many relevant and relevant ideas and making them the main and basic efficiency among other competencies that thus become subordinate and auxiliary competencies. The product of adding deliberative efficiency or the deliberative component was represented in a model towards functional discourse, which in turn took into account the elements and characteristics of deliberation that are monitored at the deliberative level.

2-3-2-1-The most important components of a model towards job discourse:

A-The grammatical component:

The grammatical component derives its energy and strength from the cognitive component that is a driving force for it. The cognitive component stores within it all the knowledge and perceptions related to external reality. "The grammatical component represents the discursive functional grammar at its four levels specified above, divided into a relational level and a representative level included in the formulation, and a pure-compositional level and a phonological level included in the expression."¹³ The grammatical component, then, works to provide the user of natural language with the necessary formulas and structures that he uses in the various modes and conversational contexts. These formulas and structures are formed in the form of elements included in the deliberative relational level and the representational level in the speaker's mind at the level of the deep structure from which he derives what he needs during the conversation to reach the structural level and the phonological level that appear at the level of the surface structure to form the speech and the speech intended from the context. The

¹¹Comparative Functional Linguistics, Ahmed Al-Mutawakkil, p. 33.

¹²Ibid., p. 32.

¹³Ezzedine Bouchikhi, (Linguistic Communication: A Functional Linguistic Approach towards a Model for Natural Language Users), Library of Lebanon Publishers, Sayegh, 2nd Edition, Lebanon, 2012, p. 128.

character of autism was largely manifested in the grammatical component, as the latter combined the four levels that were divided into a model towards the cast layers, and were reduced to only two elements: the element of formulation and the element of expression.

B- Conceptual component:

It is the driving force of the grammatical component¹⁴, which is "a component that monitors linguistic and non-linguistic knowledge as well as the speaker's intention of the speech to be produced."¹⁵ The purposes and purposes that the speaker seeks to reach and communicate to the listener through his speech are included in the conceptual component, so it is a storehouse of knowledge and perceptions of the natural language speaker.

C. Contextual component:

The two previous components –conceptual and grammatical-identify and shape the internal elements of speech that exist at the level of the speech infrastructure, "the focus of monitoring the general context, the Maqam context, and the context of the articles that keep pace with the production of discourse and play the role of linking the other three components of conceptual, grammatical, and phonological."¹⁶ The denominator and the context in which the speaker and his interlocutor are present are concerned with the contextual component, as it shows the type of relationship between them as two external elements that are effective in describing them within the relationship between the interlocutors.

(d) Phonetic component:

The three components in the infrastructure unite to the superstructure to form speech, which are components of input, as linguistic and non-linguistic elements and components penetrate through them. "The fourth component is the component called the output component, which is of an audible nature if the speech is spoken and a non-audible nature is written or indicative if the speech is not spoken. It should be noted with regard to this component that it is radically different from the phonological component that leads to a mere representation included in the infrastructure, a representation that can be achieved by the output component with sound, line, signal¹⁷, or otherwise. " When the formation of the infrastructure is complete, it manifests itself in its audible or written phonological form at the level of the superstructure through the phonological component, in which the rules of the component structure that arrange and shape speech to appear in its final form are combined. The phonological component is a component of a tangible nature unlike the abstract phonological component at the level of the infrastructure, which supplies the linguistic elements with their abstract phonetic functions, so that the phonological component later provides them with their perceived phonetic characteristics through the rules contained therein.

2-3-3- Model towards extended job discourse:

Ahmed Al-Mutawakkil says in his talk about a **model towards the extended functional discourse**: "We will choose the language user model as formulated in towards the functional discourse on the basis of its preparation to be able to monitor the various processes that take place during communication, whether it is direct communication or intermediate

¹⁴See: Kees Hengeveld, J. Lachlan Mackenzie, Functional Discourse Grammar: A typologically-based theory of language structure, Oxford university press, United States, 2008, p.7.

¹⁵Mohammed Al-Hussein Mellitan, Theory of Functional Grammar (Foundations, Models and Concepts), Dhafaf Publications, Dar Al-Aman, Al-Tifar Publications, 1st Edition, Rabat, Beirut, Algeria, 2014, p. 141.

¹⁶26. Ibid., p. 141.

¹⁷Ahmed Al-Mutawakel, Al-Khattab and the Characteristics of the Arabic Language, Dar Al-Arabiya for Science Publishers, Dar Al-Aman, Al-Ittifa Publications, 1st Edition, Lebanon, Rabat, Algeria, 2010, pp.17-18.

communication, whether I beg the language or beg the channel of others. Preparing a device towards functional discourse to carry out this task requires its ability to achieve three basic specifications: privacy, inclusion, and generality."¹⁸ Based on a model towards the standard discourse formulated by **McKinsey** and Henkfeld, the expanded model **was formulated**. **Ahmed** Al-Mutawakkil was keen to add elements and components to it that work on analyzing various discourses in various social and cognitive fields. Thus, "a device towards the expanded functional discourse is a system devoid of empty generated, analyzed and converted templates that is used initially to monitor communication, whatever its channel and whatever its style, to allocate the content of these templates when necessary, so that they are linguistic, indicative or formal, or some of them are linguistic and some of them are non-linguistic."¹⁹ The non-linguist works on what is logical and deliberative, and the linguist works on the various linguistic structures and structures provided by the spoken language. The main goal of formulating the expanded model is the possibility of analyzing discourses of all kinds and patterns to which they belong.

Elements added to the model towards the functional discourse to establish a new model:

A-Generator:

Ahmed Al-Mutawakkil worked on adding components to a model towards the extended job discourse during its drafting, so he started with the "generator" component, which is one of the mechanisms towards the extended job discourse that plays the role of moving the infrastructure to a superficial structure and is met by an analyst.²⁰ The generator is responsible for generating sentences in the spoken language to form in its spoken or written form by transferring them from its abstract infrastructure, where they were formulated and installed according to the structural and deliberative rules of the natural language spoken by the addressee to its superficial or superficial structure, where they are reformulated through different rules to appear in their final form.

B-Analyst:

The analyzed component comes in second place after the generator, to complete the work for which the generator was stopped, and it is no secret that it is one of the mechanisms towards the expanded job discourse that plays the role of returning a superficial structure in some way to its infrastructure and is met by a generator.²¹ The linguistic analyst must analyze the written or spoken sentences of the discourse through the analyzed element, and this is done in a reverse way by moving from its superstructure to its infrastructure by dismantling, analyzing and returning it to its first abstract origin that it was before it formed a line or pronunciation in its tangible form.

c- Transducer:

As for the third added component, it is the "transformer", and its addition was in order to achieve the objectives and competencies sought by the model towards the expanded functional discourse, and this was expressed by **Ahmed Al-Mutawakkil**, saying: "In the same direction, and in order to seek more psychological efficiency, we proposed to add a third device that we called a transformer to the production and understanding devices in order to obtain an expanded

¹⁸ Ahmed Al-Mutawakkil, Al-Khattab Al-Mutawassit, Al-Itifaf Publications, Algeria, 1st Edition, p. 78.

¹⁹ Functional Grammar Theory, Muhammad Al-Hussein Mulitan, p. 32.

²⁰ Mohammed Al-Hussein Mulaitan, (Functional Grammar Theory: Foundations, Models and Concepts), op. Cit., P.143.

²¹ IV, sect.

functional approach that monitors not only the production and understanding processes, but also the transfer process, transferring a speech to another speech, translation, explanation, interpretation or otherwise."²² The analysis and generation processes need another process that follows, which is the conversion process that can be provided through the converted element. Indirect discourses such as translation need to be converted, which converts and transfers infrastructure from the source language to the target language; that is, the transfer of the infrastructure of the language to be translated from it to the infrastructure of the language to which it is translated.

It also plays the same role in processes other than translation, such as interpretation, explanation and hermeneutics.²³

3-A model towards the expanded job letter of Ahmed Al-Mutawakkil and the teaching of the Arabic language:

Ahmed devoted the assignee to the teaching of languages within his models and gave an idea of how the educational-learning process works within them. Before entering to talk about the process of teaching languages in general and the Arabic language in particular, it is necessary to talk about the types of discourses referred to by Ahmed Al-Motawakkil in his medium discourse, and to clarify the place of educational discourse within it.

A- Direct speech:

Direct discourse in functional syntax can be defined as "a discourse that takes place between two selves without a medium. Communication usually takes place between two verified selves (speaker and speaker) or two abstracts (writer and reader, institution and audience...) There is no third for them."²⁴ The daily discourses represented in the various discourses, whether formal or informal, are classified within this type of discourse, as the discourse is between two parties only, meaning between a speaker and a recipient of the discourse, unlike the indirect discourse, which is defined as follows:

B- Indirect (intermediate) speech:

Indirect or intermediate speech, as **Ahmed Muwakkil defined it**, is "a speech in which communication is carried out by a third party who mediates between the producer of the speech and the recipient (investigators or abstracts), forming a bridge between them."²⁵ In order for a speech to be said to be indirect or mediated, it must be mediated by a third tool or medium that transmits it from the addressee to the recipient. Translation, for example, is considered a mediated or indirect speech, because the original text is transmitted to the recipient through the translator, who is the third self that transmits the writer's speech to the reader. The process of teaching languages is also included in this type. The teacher is a mediator in the transfer of linguistic knowledge related to a specific language to the learner who carries the language contrary to the language he is learning.

Educational discourse, then, is a mediated or indirect discourse in functional grammar.

3-1-How the model works towards the expanded functional discourse in the analysis of the educational discourse:

The extended job discourse model works in the analysis of indirect discourses in a way that differs from the analysis of direct discourses, and this is done according to the following steps:²⁶

²²Ahmed Al-Mutawakkil, (Comparative Functional Linguistics: A Study in Profiling and Evolution), op. Cit., P.34.

²³See: Mohammed Al-Hussein Mulitan , Theory of Functional Grammar, p. 132.

²⁴Mohammed Al-Hussein Mulaitan, Theory of Functional Grammar, p. 86.

²⁵IV, sect.

²⁶See: Mohammed Al-Hussein Mulitan, Theory of Functional Grammar, pp.33-34.

The entire device, its input and output components, are employed in addition to the converted component. In inter-translation and language teaching, for example, the process of language teaching corresponds to the process of inter-translation (from language to language) in that the two processes transfer a speech from language to language, a transfer made by a teleprompter in the first case and a translator in the second case.

This symmetry in terms of the nature of the two processes is reflected in how the appliance is operated.

1 Persons involved in the two processes producing Letter A, its recipient C and the transferring medium B,

2 Proceeding from the conceptual component 1, A formulates the deliberately defined infrastructure 1 and the connotation conveyed by the generator 1 to the surface structure 1 that is realized (voiced or erroneously) in the speech.

3 receives letter 1 and analyzes it via analyzer 1 from surface structure 1 to infrastructure 1 staging point;

4 Infrastructure 1 enters the transformed component that rephrases it, by comparative syntax in the target language;

5 Infrastructure 2 is transported via the TL2 generator mechanisms to the surface structure 2 and is achieved in the form of Letter 2;

6 C receives the discourse 2, the speech produced in the target language, analyzes it, passes through the surface structure 2, and returns it by the analyzed component 2 to the infrastructure 2, the same, almost, is done in other intermediate discourse styles summarizing, explaining/interpreting/interpreting, coordinating translation and transmitted discourse. ”

When we talk about a comparative approach with regard to the transformed component, what is meant is a functional approach that not only monitors the characteristics of the two languages concerned with translation or education in terms of being two linguistic patterns that are dynamic or not, but also achieves these characteristics in the rhetorical pattern to which the text to which the transport belongs belongs. This means that comparative functional grammar is responsible, for example, for controlling the transfer of a poetic discourse from language to language, taking into account how this discourse is achieved in both languages;

Infrastructure 1 and infrastructure 2 are assumed to be the same in terms of both their deliberative and semantic incisions. If this symmetry is not possible - and this rarely happens because of the college's fortunes - then it resorts to the adaptation process.

The transmission is faithful, it is said, to the extent that [b] adheres to conceptual component 1 and contextual component 1 responsible for producing the intended communication;

The receiver [c], analyzing discourse 2, can make its own conceptual and contextual components and can also adhere to it from the transferred component. Conceptual component 3 and contextual component 3 can be used during the [c] discourse analysis process regardless of what it arrives at as output of the transformed component. These two components can be resorted to to varying degrees, in whole or in part, during the same conversion process when [b], that is, the translator, takes into account the translator's knowledge and context, that is, [c], and this happens, for example, but not limited to, when he translates a text from ancient Arabic linguistic thought on the basis that the target of the translation is the contemporary linguistic clan;

What we said about moving from one language to another is true of moving from one linguistic level to another linguistic level within the same language, as can happen, for example, from one of the Arabic dialogues to classical Arabic or classical Arabic or vice versa, translation or learning.

Conclusion:

This research included the importance of exploiting a model towards the expanded functional discourse in the teaching of the Arabic language, an idea proposed by the linguist Ahmed Al-Mutawakkil in his linguistic works. Based on this, we worked on trying to show how this model works in analyzing the educational discourse, and explaining the process of transferring the discourse from the taught self to the learned self, in order to give an idea of how this model and its elements can be used to reduce the problems of teaching the Arabic language in particular, and to give an idea and a proposal to Arabic language teachers so that they can use it to communicate information to learners. Therefore, we suggest that those working in the field of education see a model towards the expanded functional discourse because it enables to find solutions to the problems they face during education.

We draw attention to the fact that this study gave a glimpse of the possibility of exploiting this model only, as the talk in it is long and not nine folds of this paper, in which we tried to summarize the most important things that can be done in teaching the Arabic language as a mediated discourse.

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