

## واقع استعمال استراتيجيات الخطاب الصفّي وآليات الاستفادة منها في تدريس مادة اللغة العربية لدى طلبة الصف الحادي عشر في سلطنة عُمان

### *The Reality of Implementing Classroom Discourse Strategies and Their Utilization Mechanisms in Teaching Arabic Language to Eleventh-Grade Students in the Sultanate of Oman*

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## الملخص:

هدفت الدراسة إلى التعرف على استراتيجيات الخطاب الصفي وفهم آليات الاستفادة منها في تدريس مادة اللغة العربية لدى طلبة الصف الحادي عشر في سلطنة عمان. ولتحقيق أهداف الدراسة فقد اعتمدت على كل من المنهج الوصفي والمنهج التداولي، بجانب الرجوع إلى الكتاب المدرسي المتعلق بالنحو والصرف، والاعتماد أيضاً على المقابلات الشخصية مع بعض معلمي اللغة العربية للصف الحادي عشر.

وتوصلت الدراسة إلى مجموعة من النتائج أبرزها: يجري استعمال استراتيجيات الخطاب الصفي بكثرة ومع كل المراحل الدراسية من مرحلة الروضة (التعليم ما قبل المدرسي) وحتى الدراسات العليا، وتحظى كل مرحلة أو كل مادة بخصوصية تميزها عن غيرها، والأمر في هذه الحالة متروك لمعلم المادة كي يقدر المناسب لطلبته؛ وعند مراجعة كتاب اللغة العربية نلاحظ أن يعتمد الاستراتيجيات الأربع التي يدور البحث حولها، لكن نلاحظ أيضاً أن الاستراتيجية التوجيهية تأتي في المرتبة الأولى، وذلك لخصوصية الطلبة وخصوصية المرحلة، حيث ما زال الطلبة في هذه المرحلة بحاجة إلى التوجيه أكثر من النقاش، يلي ذلك الاستراتيجية التلميحية التي يجري من خلالها استنتاج بعض المعارف باعتماد الطالب على نفسه (تعلم ذاتي، أو تعلم شبه ذاتي).

وأوصت الدراسة بمجموعة من التوصيات، أبرزها: عند مراجعة الأدبيات ذات العلاقات بتحليل الخطاب المدرسي/الصفي نلاحظ أنها شبه محدودة، وعند التركيز على جانب اللغة العربية نلاحظ أيضاً أنها نادرة، وهذا الأمر يستوجب من الباحثين القيام بإجراء العديد من الدراسات والأبحاث ذات العلاقة باستراتيجية الخطاب الصفي لمادة اللغة العربية؛ وعند مراجعة واقع تطبيق الاستراتيجيات المذكورة في الكتاب المدرسي للصف الحادي عشر نلاحظ أن هذه الاستراتيجيات ليست نادرة الاستعمال ولكنها بحاجة إلى جهد حتى يتم اكتشافها من المعلمين والباحثين، وهذا يستلزم من وزارة التعليم إعادة دراسة المنهاج (اللغة العربية تحديداً) بشكل يواكب متطلبات العصر في السياق التربوي.

**الكلمات المفتاحية:** الخطاب المدرسي، الخطاب الصفي، مادة اللغة العربية، التعليم المدرسي في عُمان.

### **Abstract:**

This study aimed to explore classroom discourse strategies and understand their utilization mechanisms in teaching Arabic to eleventh-grade students in Oman. To achieve these objectives, the study employed both descriptive and pragmatic approaches, analyzed the Arabic grammar and morphology textbook, and conducted interviews with Arabic language teachers of grade eleven.

The study reached to a number of results: Classroom discourse strategies are widely used across all educational stages, from preschool to higher education. Each stage or subject has unique characteristics, and teachers are expected to determine what best works for their students. A review of the Arabic language textbook demonstrated the application of the four discourse strategies highlighted in the study, with a notable emphasis on the directive strategy. This preference aligns with the characteristics of students at this educational level, who require more guidance than debate. The indicative strategy follows, enabling students to infer certain knowledge independently through self-directed or semi-autonomous learning.

The study concluded with several recommendations, including the need for more research on classroom discourse strategies, particularly in teaching Arabic. A review of the eleventh-grade Arabic textbook highlighted that while these strategies are not uncommon, they require more effort from teachers and researchers to uncover and apply effectively. Therefore, it is recommended that the Ministry of Education reevaluate the Arabic curriculum to align with contemporary educational requirements.

**Keywords:** Classroom discourse, teaching Arabic, school education, Oman.

## ***Methodological Framework of the Study:***

### **Introduction:**

Classroom discourse has become one of the most widely discussed topics in education in recent years. It has garnered significant attention in research and scholarly efforts in educational sciences, especially given its focus on leveraging communication and interaction skills. Classroom discourse represents a blend of education and communication sciences, and mastering communication skills in the classroom is crucial for the success of educational institutions in achieving their objectives. Effective communication between teachers and students facilitates accurate reception of information, broadens students' perspectives, and enhances their comprehension and academic performance. This is particularly true for students at different educational levels, who possess a greater ability to absorb knowledge than to exchange it, due to various factors, such as the age gap and differing knowledge levels between teachers and students. Consequently, students who have not yet faced life pressures are better equipped to receive knowledge and information from their teachers effectively.

When discussing classroom discourse, it is essential to recognize its role as an effective educational tool that enhances student interaction and helps develop their language skills. Classroom discourse serves as an ideal medium for promoting understanding and communication between teachers and students, enabling teachers to deliver information clearly and directly.

There is no doubt that using classroom discourse effectively can improve the learning experience. Instead of relying solely on traditional lectures, teachers can employ classroom discourse techniques to make lessons more interactive and engaging. This type of discourse encourages active student participation, enhances critical thinking skills, and increases interest in academic subjects.

Additionally, classroom discourse helps build a positive learning environment where students feel comfortable expressing their opinions and sharing their ideas. For educators, integrating classroom discourse strategies into the curriculum can significantly impact student success and the achievement of educational goals.

A review of previous literature reveals a scarcity of studies on classroom discourse strategies, particularly in teaching Arabic. Notably, Jarida (2008) conducted a study to explore the nature of classroom discourse in teaching Arabic grammar to primary school students and its relationship to their understanding of grammatical concepts and their application in writing. Using a qualitative participatory research method, the study collected data through classroom observations, conceptual maps designed by students, and analyses of their written expressions. The findings highlighted varying discourse styles among teachers: authoritarian discourse was dominant in sixth-grade grammar lessons, democratic discourse characterized seventh-grade lessons due to varied dialogical approaches, and chaotic discourse prevailed in eighth-grade lessons, reflecting the teacher's weakness in maintaining classroom control. The study also identified a relationship between the type of classroom discourse and students' understanding of grammatical concepts.

### **Study Problem and Questions:**

The study addresses the following main questions:

1. What is the nature of classroom discourse, and what are its key elements?
2. How are classroom discourse strategies employed in teaching Arabic language skills?
3. What mechanisms can be utilized to effectively implement these strategies in teaching Arabic to eleventh-grade students in Oman?

## Study Methodology:

The study adopted the following methodologies:

- **Descriptive Methodology:** This method seeks to describe the phenomenon and analyze it from various dimensions to understand its nature, environment, influencing factors, and the factors it affects.
- **Pragmatic Methodology:** This methodological approach fosters new communicative practices in teaching and learning, moving away from traditional methods. It focuses on Arabic language usage in real-life contexts, emphasizing speech acts.

## Study Objectives:

The study aimed to achieve the following objectives:

1. Define the concept of classroom discourse and understand its components.
2. Explore various strategies of classroom discourse.
3. Examine how classroom discourse strategies can be effectively utilized in teaching Arabic language skills to eleventh-grade students in Oman.

## Structure of the Study:

- Introduction.
- Chapter 1: Conceptual Framework of Classroom Discourse.
- Chapter 2: Classroom Discourse Strategies and Their Utilization in Teaching Arabic.
- Conclusion, Findings, and Recommendations.
- References.

## ***Chapter 1: Conceptual Framework of Classroom Discourse***

### **1. Definition of Discourse:**

To understand classroom discourse, it is essential first to define "discourse" and "classroom" as separate concepts before considering "classroom discourse" as a single term widely used among educators.

The term "discourse" is associated with various fields, including politics (e.g., political discourse) and education (e.g., educational discourse). Discourse comprises linguistic units formed by a series of sentences (Manguno, 2008). Michel Foucault described discourse as a "complex network of social, political, and cultural systems that shape the production of speech as discourse". According to Foucault, discourse is a product of multiple interconnected systems.

Definitions of discourse are diverse, reflecting the richness of linguistic studies. Some define discourse as "spoken communication aimed at conveying a specific intent", while others describe it as "a linguistic form that goes beyond the sentence" (Al-Shahri, 2004: 37). Taha Abdel Rahman defines discourse as "any utterance directed at others, intended to convey a specific meaning" (Abdel Rahman, 1998: 215).

Other scholars view discourse as an action requiring certain conditions, including a speaker, an addressee, and a speech act, resembling communication processes.

### **2. :Definition of Classroom Discourse**

Classroom discourse differs from other forms of discourse in being academic. It is characterized by its abstract, direct nature, devoid of figurative language and rhetorical embellishments. It refers to the communication exchanged between teachers and students, forming the foundation of the educational process. Classroom discourse involves a

network of verbal and symbolic exchanges within the classroom, enabling the teaching and learning processes to revolve around the pedagogical triangle: teacher, student, and content.

**Classroom discourse can also be considered as:**

- A set of communicative relationships between teachers and students, encompassing verbal and non-verbal interactions within specific time and space constraints to exchange knowledge, experiences, and feelings (Al-Farabi, 1999: 144).
- A collection of verbal and non-verbal behaviors between teachers and students aimed at meeting their needs and achieving planned educational goals (Jaber, 2004: 16).

### **3. :Types of Classroom Discourse**

Classroom discourse is typically divided into:

1. **Verbal Discourse:** Spoken exchanges between teachers and students, involving commands, instructions, or encouragement.
2. **Non-Verbal Discourse:** Communication through gestures, silent visual content, or written materials to organize learning and achieve educational goals.

### **4. :Importance of Classroom Discourse**

- It fosters effective communication and mutual understanding between teachers and students.
- It promotes active student engagement, critical thinking, and knowledge acquisition.
- It creates a positive and interactive learning environment, encouraging students to express their opinions and share ideas.



- It guides students toward self-directed learning and achieving academic and personal goals.

Classroom discourse is essential for modern education, equipping students with the skills needed to meet future challenges.

#### **4) :Elements of Classroom Discourse**

##### **1. :The Speaker**

The speaker is the individual initiating the communicative process, selecting expressions that align with their position and the listener's status, as well as the general context of the discourse. The speaker's intentions and objectives vary based on contextual elements, imposing constraints that must be addressed. For instance, if the goal is persuasion, the speaker employs linguistic tools and rhetorical techniques to achieve this aim. Conversely, if the goal is control, the speaker uses mechanisms that ensure its realization. In essence, the speaker's actions are shaped by their perceptions of the listener, their stance toward the communicative process, and their beliefs, goals, and intentions, which guide the discourse from beginning to end.

Thus, the speaker's intentions and objectives evolve with the contextual elements. For example:

- If the purpose is guidance, the speaker chooses linguistic tools and rhetorical techniques that convey the intended meaning.
- If the purpose is a warning, the speaker employs the appropriate tools and mechanisms.

All these factors contribute to achieving the intended effects and outcomes of the discourse (Dubois, 2002: 150).

In an educational or classroom setting, the teacher embodies the role of the speaker, predominantly holding this role during lessons. Since students are often in a receptive phase rather than engaging in discussions, the teacher is responsible for delivering the intended message while adhering to guidelines that address students' needs.

## **2. The Listener:**

The listener is the recipient of the discourse, to whom the speaker's language, intentions, and goals are directed. Their role involves listening, interpreting, and decoding the speaker's message. By doing so, the listener understands the speaker's objectives and intentions (Dubois, 2002: 150).

In classroom discourse, the student assumes the role of the listener. Typically, the student receives the teacher's message passively, often refraining from engaging in discussions. This passivity stems from the teacher's authority, which may be attributed to factors such as age and knowledge differences.

## **3. The Context:**

The context serves as the intermediary between the speaker and the listener and can be understood as the communicative message or the content the speaker wishes to convey. It encompasses the circumstances surrounding the act of speaking, referred to as the "context" (Al-Shahri, 2004: 41).

In an educational context, the message may consist of the lesson being taught, specific instructions given by the teacher, or answers students seek from the teacher.

It is worth noting that the context is governed by several principles, as articulated by Arab scholars. For instance, in his book *Al-Bayan wa Al-Tabyin*, Al-Jahiz explains: "The speaker must understand the weight of

meanings, balance them against the listener's capacity, and tailor their discourse to the circumstances. Each level of meaning demands its corresponding expression, just as each situation requires appropriate articulation. The speaker must assign the proper weight to their words, meanings, circumstances, and the listener's conditions" (*Al-Bayan wa Al-Tabyin*, 138–139).

### 5) Competency Requirements in Classroom Discourse for Teachers:

Teachers (speakers) must possess specific attributes that enable them to interact with students effectively and demonstrate their importance as educators. Given that this study focuses on eleventh-grade Arabic language students, certain characteristics are essential for a teacher in classroom discourse.

According to Suleiman Al-Busaidi, a teacher must:

- Be a model role for students.
- Respect students and acknowledge their responses.
- Account for individual differences among students.
- Diversify classroom discourse strategies.

Ali Suleiman Al-Shibli suggests that an exceptional Arabic language teacher should:

- Master the language.
- Use clear and simple language.
- Communicate effectively.
- Possess broad knowledge.
- Inspire and motivate students.

- Exhibit flexibility, creativity, patience, and understanding. These attributes foster a stimulating educational environment.

Hamad Al-Muqbali emphasizes that a teacher should:

- Display strong leadership to maintain classroom discipline.
- Organize and structure ideas before speaking.
- Apply grammatical rules effectively in speech.
- Address students in Standard Arabic.

Najeeb Ali Abdullah Al-Farsi adds that a teacher should:

- Speak in accessible Arabic.
- Use discourse that fosters students' love for learning Arabic.
- Select words that build rapport with students.

Said Ali Misbah Al-Muqbali agrees with many of his peers and stresses that a teacher should:

- Master the subject matter.
- Communicate in Standard Arabic.
- Vary their discourse strategies when addressing students.

Teacher Nujaila highlights the importance of maintaining a balanced personality and linguistic fluency.

### **Teacher's Pragmatic Competence:**

Arabic language teachers, in particular, should possess linguistic proficiency often referred to as "pragmatic competence", which comprises five key abilities (Al-Shahri, 2004: 57):

### 1. Linguistic

#### Competence:

The ability to produce and interpret a wide range of complex linguistic expressions accurately across various communicative scenarios, as if the individual were a living encyclopedia.

### 2. Logical

#### Competence:

The capacity to infer new knowledge based on existing information, guided by deductive and probabilistic reasoning. This includes adapting language to serve specialized fields, such as law, medicine, or engineering.

### 3. Cognitive

#### Competence:

The ability to develop an organized repository of knowledge, derive information from linguistic expressions, store this information in the desired format, and recall it to interpret linguistic expressions accurately.

### 4. Perceptual

#### Competence:

The ability to perceive the surrounding environment, derive knowledge from it, and use this knowledge to produce and interpret linguistic expressions effectively.

### 5. Social

#### Competence:

The ability to communicate appropriately with specific audiences in particular contexts, employing discourse strategies that achieve desired communicative goals.

## ***Chapter Two: Classroom Discourse Strategies and Their Application in Teaching Arabic Language***

### **Definition of Discourse Strategies:**

A discourse strategy is defined as "the appropriate method adopted by the speaker to articulate their message in order to express their intent and

achieve their goals, through the use of linguistic and non-linguistic signs, according to the context of the discourse and as deemed suitable by the speaker" (*Al-Shahri, 2004: 12*).

Several strategies can be utilized in classroom discourse, with the most notable being: the solidarity strategy, the directive strategy, the suggestive strategy, and the argumentative strategy. Below is a detailed examination of these strategies and their application in teaching Arabic to eleventh-grade students:

### 1) The Solidarity Strategy:

The solidarity strategy is highly significant in education as it employs politeness and courtesy in discourse to facilitate understanding, creating a pathway to knowledge and learning within the context (*Al-Shahri, 2004: 261*). Teachers can apply this strategy in two ways:

- Expressing their discourse in a manner that reflects solidarity.
- Teaching students vocabulary and expressions that promote empathy and cordial relationships.

This strategy manifests in the communicative relationship (contextual) between the teacher and the student. The teacher uses linguistic tools to foster closeness, such as the pronoun "we," which unites both parties, or addressing students by their first names or affectionate titles (*Sadqi, 2024*).

For example, the prescribed textbook adopts the solidarity strategy beyond grammatical and morphological topics. In the story "*The Last Beautiful Melody*" included in the lesson on the past participle (*Isim Al-Maf'ool*), the book promotes empathy by describing how a character feels sorrow for finding a bird unable to fly, takes action to save it, and reflects on the lack of compassion shown by others who ignored the bird. The

lesson underscores the importance of kindness and denounces the glorification of negativity.

### **Suggested Expressions for the Solidarity Strategy:**

Arabic language teachers have suggested various expressions to reinforce the solidarity strategy in classroom discourse:

- **Ali Suleiman Al-Shibli** recommends:
  - "We": For example, *"We will learn how to solve mathematical problems today."*
  - "Dear [Student Name]": For example, *"Dear Ahmed, can you read the next paragraph?"*
  - "Please": For example, *"Please share your thoughts on this topic."*
  - "Thank you": For example, *"Thank you for your input; your insights were valuable."*
  - "Can we?": For example, *"Can we solve this problem together?"*
- **Suleiman Al-Busabdi** suggests addressing students with phrases such as:
  - *"Dear...", "May God bless you," "Well done," "You are creative," "Lend me your ears."*
- **Hamad Al-Muqbali** prefers using phrases like:
  - *"My children," "May God bless you," "Thank you," "We."*
- **Najeeb Al-Farsi** recommends:
  - *"My child," "Amazing one," "Distinguished one," "Master," "Student of knowledge."*
- **Said Al-Muqbali** suggests:

- *"Dear," "Son," "Wonderful," "Outstanding," "Creative," "Refined."*
- **Teacher Najla** proposes terms emphasizing respect:
  - *"Brilliant one," "Hero," or using aspirational titles like "Future doctor," "Future engineer."*
- **Teacher Shareefa** emphasizes:
  - The use of call words, expressive admiration, motivational adjectives, demonstrative pronouns, direct address pronouns, and encouragement.
- **Abdullah Bin Saif Al-Jalandani** advises motivational expressions such as:
  - *"Innovative," "Hero," "Outstanding," "Smart," "My friend."*

## 2) The Directive Strategy:

Directive communication involves delivering instructions, orders, or evaluative directives with the intent to encourage compliance or response. It is defined as: *"All communicative attempts made by the speaker at varying degrees to influence the listener to perform a specific action in the future"* (Al-Shahri, 2015: 1/ 102).

In education, this strategy assigns authority to the teacher as the directive communicator. Its clarity prevents misinterpretation, often using explicit linguistic acts within the context (Al-Shahri, 2004: 327). For example, when a teacher commands, *"Write this down!"* the intent is clear and unambiguous.

### Characteristics of the Directive Strategy:

- Promotes clarity and directness, reducing the need for repetition.



- Relies on explicit linguistic tools, including commands, prohibitions, inquiries, warnings, and encouragement.
- Highlights the teacher's authority through both linguistic and non-linguistic signs (*Sadqi, 2024*).

### Examples of Directive Strategy Usage:

The eleventh-grade Arabic textbook predominantly begins exercises with directive instructions:

- **Grammar Section:**

- Exercise 1: *"Insert (Kana) or its sisters into the following sentences."*
- Exercise 2: *"Identify the object in each of the following sentences."*
- Exercise 3: *"Fill in the blanks with the absolute object."*

- **Morphology Section:**

- Exercise 1: *"Extract the noun of state (Ism Al-Hay'a)."*
- Exercise 2: *"Form the mimetic infinitive (Masdar Mimi)."*
- Exercise 3: *"Classify."*

The book leverages the directive strategy effectively but leaves room for the teacher to employ other strategies in class, such as using tone and body language.

### Suggested Expressions for the Directive Strategy:

Teachers recommend the following expressions to make directives more effective:

- **Suleiman Al-Busabdi:**

- *"Write," "Don't write," "Put down the pen," "Open the book," "Don't talk," "Take out your book," "Avoid negligence."*

- **Ali Suleiman Al-Shibli:**

- Suggestions for precise phrasing:
  - *"Advice": "It's better to start your studies early."*
  - *"Warning": "You may face difficulties if you don't allocate enough time to study."*
  - *"Prohibition": "Avoid using your phone during lessons."*
  - *"Command": "Please read this chapter."*
  - *"Encouragement": "Whoever scores the most points will receive a certificate of appreciation."*

- **Hamad Al-Muqbali:**

- Proposes examples derived from grammar:
  - *"Study diligently, yes, the hardworking student!"*
  - *"I will appreciate those who complete their assignments and lessons."*

- **Najeeb Al-Farsi:**

- Recommends general phrases:
  - *"Create a conducive learning environment."*
  - *"Instill a sense of responsibility among students."*
  - *"Set reasonable goals and expectations."*
  - *"Break the routine in class."*

- **Najla and Shareefa:**

- Advocate for gentle directives such as:

- *"Write, may God bless you," "Don't do this, may God guide you," "You are excellent; focus on this topic."*

By employing these strategies effectively, teachers can enhance engagement, reduce resistance, and foster a positive learning atmosphere.

### 3) :The Suggestive Strategy

The suggestive strategy involves implying meaning rather than stating it explicitly. It is a strategy where the sender expresses their intent in a way that goes beyond the literal meaning of the discourse, utilizing contextual elements to achieve a deeper impact (*Al-Shahri, 2004: 370*). For instance, saying *"I saw a lion"* may not literally mean observing an animal but could metaphorically refer to a brave individual.

This strategy is particularly effective in maintaining politeness or asserting authority. It employs rhetorical tools such as metaphors, similes, euphemisms, and figurative language that are culturally familiar and often taught at various educational levels based on students' age and proficiency.

Key linguistic tools for this strategy include rhetorical questions where the aim is not to seek unknown information but to guide the listener to a conclusion. Other mechanisms involve implicature (known as *istidlal* in classical Arabic rhetoric) and various types of figurative speech like metaphor, metonymy, and indirect hints (*Sadqi, 2024*).

### Application in the Curriculum:

Upon reviewing the prescribed Arabic grammar and morphology textbook, the suggestive strategy is evident in lessons designed for eleventh-grade students. While students may not always identify these strategies due to age or educational differences, they can discern hints embedded in the lessons. For instance, the lesson *"The Sweet Seller"* in the past participle section includes a short story focusing on different forms

of the past participle. Words like *munhamira* (flowing), *kharij* (exiting), *bai'a* (selling), *mntazira* (waiting), and others are underlined to guide students to identify patterns intuitively.

Additionally, the section on past participles provides explicit rules followed by exercises encouraging independent inference. In the exercises on hyperbolic forms, a sentence such as *"The lazy one is always sleeping and eating"* hints that laziness is linked to excessive sleep and eating. This serves as a subtle call for self-discipline without directly stating it.

### Practical Examples Suggested by Educators:

Educators suggest the following techniques for implementing the suggestive strategy in classrooms:

- **Ali Suleiman Al-Shibli** proposes:
  - **Metaphor:** *"Can we say this lesson is the key to understanding other topics?"*
  - **Simile:** *"Like a blooming flower in spring, we hope your minds will open to new ideas."*
  - **Metonymy:** *"I see someone with a golden pen among you; what can they write for us?"*
  - **Rhetorical Question:** *"What if we could travel back in time? How would that influence our understanding of the present?"*
- **Najeeb Al-Farsi** suggests:
  - *"The lions of the class will explain today's lesson."*
  - *"You, my children, are like migrating birds carrying the message of knowledge."*
  - *"What insights will today's intellectual giants share with us?"*

- **Teacher Shareefa** recommends employing rhetorical devices like:
  - *"You are a beacon of knowledge" (simile).*
  - *"Muhammad never puts his book down" (metonymy).*
- **Abdullah Bin Saif Al-Jalandani** adds:
  - *"There's a student like a nightingale; who will recite the poem for us?"*

#### 4) The Argumentative Strategy:

The argumentative strategy focuses on persuasion, aiming to convince the listener through reason and evidence. This strategy is commonly used in various contexts, such as a merchant promoting their products or a parent advising their child. In education, teachers use argumentative strategies to persuade students to adopt certain behaviors, improve skills, or abandon undesirable habits. These strategies can include linguistic tools like causal connectors, conditional statements, verbs, and descriptive language, as well as non-linguistic elements like gestures and visual aids (*Shibani Al-Tayyib, 2009: 75*).

#### Application in the Curriculum:

The lesson on the active participle (*Ism Al-Fa'il*) heavily relies on argumentative strategies to facilitate understanding. For instance, the textbook incorporates a story from *Muruj Al-Dhahab* by Al-Masudi about *Khuraqaa bint Al-Nu'man bin Al-Mundhir*, containing phrases like *khafidat al-tarf* (lowering the gaze), *akhidhin kharajahu* (collecting his taxes), and *muntaziri li'amrin* (waiting for a command). These phrases demonstrate the functions of the active participle, enabling students to grasp the concept logically and contextually.

#### Examples of Argumentative Strategy:

- **Ali Suleiman Al-Shibli** suggests engaging students through the following:
  - **Causal Statements:**
    - *"Because you study diligently, you will achieve high grades."*
    - *"Since you enjoy this subject, you'll excel in it."*
  - **Conditional Statements:**
    - *"If you complete your assignments, you'll have more free time."*
    - *"If you pay attention in class, you'll understand the lesson quickly."*
  - **Linguistic Acts:**
    - *"I propose starting the task now to avoid last-minute pressure."*
    - *"I assure you this method is effective for success."*
  - **Descriptive Statements:**
    - *"Students who revise daily achieve better results."*
    - *"This activity enhances critical thinking skills."*
- **Suleiman Al-Busabdi** advises using rhetorical questions to stimulate thought:
  - *"Are you aware of this matter?"*
  - *"Does this argument sound logical?"*
  - *"What evidence supports this belief?"*
- **Najeeb Al-Farsi** recommends motivational approaches:

- *"Dear students, let's answer this activity to earn grades for continuous assessment."*
- *"Study early, young scholars, to avoid sleepless nights before exams."*
- *"We must memorize literary texts to deepen our understanding of Arabic literature and enhance our linguistic mastery."*

## Conclusion, Findings, and Recommendations:

### Conclusion:

The research on classroom discourse strategies demonstrates a variety of strategies that differ depending on educational levels and subjects. Strategies used for teaching Arabic may not necessarily be applicable for mathematics, nor are strategies effective for university students always suitable for secondary, middle, or elementary school students. Furthermore, while textbooks may present certain strategies, teachers often adapt, enhance, or omit parts based on the specific classroom dynamics and the needs of their students.

### Findings:

1. Classroom discourse, often referred to as school discourse, serves as a communication skill between teacher and student, focusing on delivering messages. Unlike general communication, classroom discourse is teacher-centered, reflecting their role as the classroom leader while still valuing student input.
2. Classroom discourse includes two primary forms:
  - **Verbal or spoken discourse:** Employs affirming phrases and motivational language to facilitate communication and encourage receptivity among students.

- **Non-verbal discourse:** Includes gestures, visual cues, or written text, aiding in managing the classroom and achieving pedagogical goals.
3. Classroom discourse plays a vital role in fostering understanding and interaction between teachers and students, going beyond information delivery to stimulate critical thinking and enhance communication skills.
  4. The components of classroom discourse include:
    - **Speaker:** The teacher delivering the discourse.
    - **Listener:** The student receiving and interpreting the message.
    - **Context:** The conditions under which the discourse occurs, often encompassing the message itself.
  5. Teachers of Arabic should possess "communicative competence," including linguistic, logical, cognitive, perceptive, and social skills.
  6. Classroom discourse strategies are widely employed across all educational stages, from preschool to higher education, with each stage or subject requiring tailored approaches.
  7. In reviewing the Arabic textbook for eleventh grade, four key strategies were evident, with **directive strategy** being the most dominant due to the specific needs of the students and their developmental stage. This is followed by the **suggestive strategy**, which encourages self-learning.
  8. The **solidarity strategy** can be implemented using expressions like "we," "dear student," "please," and "thank you."
  9. The **directive strategy** is utilized through expressions of advice, warnings, commands, and encouragement.



10. The **suggestive strategy** is evident in indirect language, such as, "Can we say this lesson is the key to understanding other topics?" or "I see someone with a golden pen; what can they write for us?"
11. The **argumentative strategy** employs persuasive techniques, such as, "Because you study hard, you will achieve high grades," "If you complete your homework, you'll gain free time," and "It's wise to utilize free time by reading beneficial books."

### **Recommendations:**

1. A review of literature reveals a scarcity of studies on classroom discourse strategies, particularly in teaching Arabic. This necessitates further research in this area.
2. While the identified strategies are not rare in the eleventh-grade Arabic curriculum, their identification often requires deliberate effort by teachers and researchers. It is recommended that the Ministry of Education revise the Arabic curriculum to align with contemporary pedagogical needs.
3. Government agencies should organize awareness sessions and training workshops on the importance of employing classroom discourse strategies to enhance teaching effectiveness and achieve educational objectives.

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4. Najeeb AlFaresi: Arabic Teacher, Abu Hamza AlSharbi School, Oman.
5. Saif AlMaqbali, Arabic Teacher, Masoud Bin Ramadan School, Sohar, Oman.
6. Suleiman AlBusaidi, Arabic Teacher, Hila Bin Utaibah School, Sohar, Oman.