



## **THE IMPACT OF TEACHING REFERENCE (BOTH TYPES) ON IMPROVING READING AND COMPREHENSION SKILLS AMONG LEARNERS OF ARABIC AS A FOREIGN LANGUAGE**

**Sidibe Ousmane**

*A doctoral researcher at the College of Arabic Language and Human Studies,  
The Islamic University of Madinah.  
([sidibe122@yahoo.fr](mailto:sidibe122@yahoo.fr))*

**Prof. Mohammad bin Zhafer Al-Hazmi**

*Professor of Rhetoric and Criticism Faculty of Arabic Language and Humanities  
The Islamic University of Madinah.  
([l-tawoos@hotmail.com](mailto:l-tawoos@hotmail.com))*

### **Abstract**

This study addresses a textual phenomenon—namely, reference in its two types—within the field of teaching Arabic to non-native speakers, and examines its impact on improving reading and comprehension skills. It elucidates the concept of reference, in both its forms, as discussed in text-linguistic studies, emphasizing that reference constitutes one of the most important devices of textual cohesion. Such devices guide the reader and prompt them to trace the textual links that connect sentences and weave them into a coherent whole. Through recognizing these links and examining their occurrences, learners can reach the fundamental aim and original purpose of language teaching, namely communicative competence. This competence can only be achieved through engagement with complete texts rather than isolated sentences. Effective communication, in turn, is grounded in accurate reading and comprehension of written texts—that is, reading comprehension.

Presenting this phenomenon as a pedagogical mechanism enhances the effectiveness of educational programs and reinforces the principle of wholeness pursued by text-linguistic studies. The study then moves to the applied dimension, seeking to implement the theoretical framework on a group of secondary-school students. This applied component focuses on two main axes: first, an exploratory application examining students' overall proficiency in Arabic; and second, an exploratory application investigating learners' ability to relate textual devices, particularly referential elements, to one another. The study concludes that secondary-school students lack sufficient knowledge of textual rules, which necessitates increased use of practical exercises that clarify textual links, demonstrate the interrelatedness of sentences, and emphasize the social nature of language, as well as the impossibility of acquiring or teaching it in isolation from its context and world.

**Keywords:** Reference, Endophoric Reference, Exophoric Reference, Reading, Reading Comprehension.



### **Introduction:**

It is well established in educational curricula that effective instruction is grounded in a set of language skills, each of which constitutes a fundamental pillar in the teaching and learning process. Foremost among these skills are reading and comprehension, as they form the basis of academic achievement, linguistic competence, and communicative competence. For this reason, every learner seeks to acquire and master these skills, given their central and essential role in developing linguistic proficiency and establishing communicative linguistic foundations.

Reading devoid of comprehension does not produce a true learner; it is akin to writing on water, leaving no lasting effect. Comprehension of a written text can only be achieved through knowledge of its components and structure, a knowledge that is itself based on the reader's linguistic competence. Consequently, many learners of Arabic as a foreign language face difficulties in analyzing texts and fully understanding them. This deficiency in comprehension often does not stem solely from inadequate mastery of grammatical and morphological rules, but rather from a limited awareness of the relationships between words and structures and the ways in which they are interconnected to produce the overall meaning of a text.

This type of linkage among the parts of a text, which signals linguistic competence, is realized through several linguistic relations, chief among them referential relations. Reference is manifested in the relationships among dependent words—that is, words that do not carry meaning independently but require other words to complete the overall textual meaning. Reference, in both its textual and situational types, constitutes a core and fundamental mechanism of textual cohesion, as it has the capacity to guide the reader and encourage them to investigate and trace referents within a textual unit or an extended textual chain. This process significantly contributes to the construction of the text's global meaning.

An examination of programs for teaching Arabic to non-native speakers reveals that they often neglect to accord reference the pedagogical status it deserves in the instructional process, despite its importance for reading comprehension. These programs tend to focus primarily on the grammatical and morphological aspects of the text, with little explicit or systematic attention given to reference in its two types or to its direct and methodical instruction.

From this perspective, the present study seeks to investigate the impact of teaching reference, in both its forms, on improving reading and comprehension skills among learners of Arabic as a foreign language. In doing so, it aims to bridge a methodological gap in language instruction, represented by the paucity of theoretical and applied studies that address reference as a pedagogical mechanism that interacts dynamically to enhance and develop reading comprehension among learners of Arabic who are non-native speakers.

### **Objectives of the Study**

- To identify the impact of reference, in both its types, on enhancing and improving reading skills among learners of Arabic as a foreign language.



- To examine the effect of reference on developing and promoting reading comprehension skills among learners of Arabic as a foreign language.
- To explore the pedagogical significance and educational value of reference, in both its forms, in the process of teaching Arabic to non-native speakers.
- To highlight the value of text-based approaches and demonstrate how they can be employed and connected to practical educational contexts in order to achieve effective language instruction based on an integrative perspective that brings together various disciplines and fields of knowledge.

### **Research Questions**

The problem addressed in this study arises from the observation that the two skills of reading and comprehension are weak among the majority of learners of Arabic as a foreign language. It is worth noting that this weakness is largely attributable to the absence of systematic instruction in reference, in both its types, within existing curricula. Reference directs the reader to examine the text closely, investigating its internal components as well as the surrounding non-linguistic circumstances and contexts. Undoubtedly, recognizing these internal components and taking into account the contributing contextual factors that shape the text assist the reader in achieving reading comprehension and in translating this reading behavior into effective communicative practice in daily life. Failure to grasp these elements hinders comprehension, renders the text fragmented, and makes second language acquisition either unlikely or difficult to attain.

Accordingly, the study seeks to address the following methodological questions:

- To what extent can modern text-based approaches be utilized to improve methods of teaching Arabic to non-native speakers, and how adequately are these approaches represented in the curricula designed for teaching Arabic as a foreign language?
- What is the level of reading and comprehension skills among learners of Arabic as a foreign language prior to learning the phenomenon of reference at the Model School (Dar al-Hadith – Diokoi)?
- Does teaching reference, in both its types, have an effect on improving and enhancing reading comprehension skills among learners of Arabic as a foreign language?
- Does teaching reference, in both its types, have an effect on improving, developing, and enhancing reading skills among learners of Arabic as a foreign language?

### **Research Instruments**

The research instruments employed in this study consist of:

- An instructional program based on teaching reference to secondary-school students.
- Oral tests, including a reading skills test and a reading comprehension skills test.



### **Applied Scope of the Study**

This study seeks to apply the text-linguistic approach to a group of learners of Arabic as a foreign language across the three secondary levels (first, second, and third secondary grades) at the Model School of Dar al-Hadith – DUEKOUE, Côte d'Ivoire.

### **Research Methodology**

The study adopts both the descriptive method and the experimental (or quasi-experimental) method. The descriptive approach is employed to describe the textual phenomenon under investigation and to clarify its impact on improving reading and comprehension skills among learners of Arabic as a foreign language. The experimental

approach, on the other hand, is based on designing a set of reference-related questions, submitting them to a group of specialists in the field of language teaching for validation, and subsequently applying them empirically across the three secondary-school levels.

### **Theoretical Framework and Conceptual Foundations**

#### **1. Reference in Textual Studies**

Reference is considered one of the most important tools of textual cohesion, as it ensures the organic unity of texts by reinforcing the connections between different parts and linking them together (Al-Shorafat, 2007). Reference is distinguished by combining both grammatical and semantic cohesion, as it operates through devices that perform a grammatical function. This grammatical function, however, cannot be fully realized or understood without the corresponding semantic relationship between the two dependent elements, which text linguists refer to as the *referential element* and the *indicative element*.

Text linguists have defined referential relations as the co-dependent relationships between linguistic units that cannot convey independent meaning on their own but require another unit to clarify ambiguity or complete their semantic content. In other words, a linguistic unit or utterance does not carry an independent meaning and necessarily depends on another unit to render its meaning complete (Brown, 1983).

This is illustrated by De Beaugrand's definition: "*the relation between expressions and the objects, events, and situations in the world that are indicated by expressions with an optional character within a text*" (Robert, 1998).

This relationship between linguistic structures can occur in two ways. First, it may take place **between overt structures**, where one structure is linked to another within the textual field—either the preceding element refers to the following one, or the following element refers back to the preceding one. Second, it may occur **between an overt structure and a non-overt (null) structure**, where the overt linguistic element refers to something not explicitly present in the text but implied in the textual context or situational circumstances. The first type is referred to as **textual (endophoric) reference**, while the second type is called **situational or exophoric reference**.



The first type is illustrated by Azhar Al-Zanad's definition: "*It refers to a class of words that do not have independent meaning but refer to one or more elements mentioned in other parts of the discourse*" (Al-Zanad, 1993).

This type of reference enables the learner to move from isolated, disconnected sentences to constructing a text composed of interconnected sentences. For example, instead of saying: "*Mohammed borrowed a book from the library. Then Mohammed read the book,*" one can say: "*Mohammed borrowed a book from the library, then read it.*"

The sentence "*then read it*" links to the previous sentence ("*Mohammed borrowed a book*") through the pronoun "*it,*" eliminating the need to repeat "*the book*" and creating a single, cohesive textual unit. This cohesion clearly facilitates the learner's ability to follow the ideas of the text and plays a fundamental role in enabling mastery of the language, as well as in enhancing reading and comprehension skills.

Text linguists have further divided this type of reference into two main categories (Halliday, 1976):

- a) **Anaphoric reference** – referring back to something previously mentioned in the text.
- b) **Cataphoric reference** – referring forward to something that will be mentioned later in the text.

The first category, **anaphoric reference**, involves backward-looking connections for the reader, linking a later element to an earlier one using linguistic devices that cannot convey meaning independently. These devices include pronouns, demonstrative nouns, relative pronouns, and other grammatical tools that require another element to clarify or complete their meaning.

For example, in the sentence: "*I saw the actor, that noble man,*" the word "*that*" is a demonstrative pronoun referring back to the preceding element, "*the actor.*" Instead of repeating in a second sentence: "*The actor is a noble man,*" the demonstrative "*that*" suffices, avoiding redundancy, activating the reader's attention, and economizing language use.

The second category, **cataphoric reference**, enables the learner to link a preceding element to a subsequent one. For example, when speaking to your classmates about a previous interaction with the teacher, you might say: "*In the previous lesson, the teacher emphasized the importance of linking parts of the discourse to achieve proper understanding and the ability to read accurately, free from linguistic and semantic errors.*" Here, the phrase "*the previous lesson*" anticipates information that follows, guiding the listener to connect the forward-looking elements in the discourse.

In the sentence "*In his previous lesson,*" the pronoun "*his*" refers forward to (*the teacher*) mentioned later in "*the teacher emphasized,*" making this an example of **cataphoric (forward-looking) reference**.

This type of reference is used in learning to capture learners' attention and encourage them to examine prior events or statements in the discourse, highlighting the importance of linking textual elements. When something is mentioned ambiguously, the mind seeks clarification; once clarified,



the information remains anchored in the learner's memory, maximizing retention and understanding.

From this, the necessity of using reference in the instructional process becomes clear. Reference facilitates the connection between isolated sentences, as effective communication and reading comprehension are the result of cohesion and coherence among sentences. Without it, the learner remains confined to rigid, fragmented sentences, which hinders the mastery of organized and fluent discourse.

Similarly, employing the technique of reference in teaching Arabic to non-native speakers helps learners avoid unnecessary repetition that burdens the mind and clutters the text with redundant or unhelpful words and phrases. Undoubtedly, the use of devices that bring **economy of language** to a text gives it flexibility and stylistic elegance, bringing the learner's expression closer to that of native speakers (Grabe, 2009).

The second type of reference is **exophoric reference**, which refers to elements outside the text, or to the "world of the text." Al-Faqi defines it as: "*linguistic patterns that point to an external situation beyond the language, yet this situation participates in the linguistic utterances*" (Al-Faqi, 1431 AH). Azhar Al-Zanad defines it as: "*the reference of a linguistic element (referential element) to a non-linguistic indicative element present in the external context*" (Al-Zanad, 1993).

This type of reference means that a linguistic element—whether a pronoun, demonstrative, or relative pronoun—refers to a reality that exists outside the text, represented in the context and events that shaped the speech situation. Understanding the discourse or text, therefore, cannot rely solely on the overt textual structure or reading the text in isolation; it requires presence in the communicative context, either through direct personal experience or observation, or through narration by someone who witnessed and participated in the speech situation.

For example, when a teacher tells a student: "*Read the book,*" the intended meaning is a specific, familiar book known to both the teacher and the student. This book does not exist within the text itself; its existence is realized mentally, outside the text. This is indicated by the definite article "*al-*" in "*al-kitab*" (*the book*), which cannot imply all books in the context—asking the student to read every book would be unreasonable and culturally inappropriate. Instead, the teacher intends a specific, familiar book, and for the sake of brevity, clarity, and **economy of language**, the definite article "*al-*" is used to refer to that particular book in the external context.

This type of reference helps develop and enhance comprehension skills, encouraging the learner to focus while reading and prompting them to infer and examine the context surrounding the text. It also highlights an essential principle of language learning: one of the most effective ways to acquire a language is through interaction with native speakers and immersion in their social environment.

This type of reference—**exophoric reference**—renders language a living tool that resonates with social events. It equips the learner with the ability to interact effectively with their social environment, enhancing their awareness and perceptiveness, and facilitating smoother integration into the community.



### **Summary of the Impact of Exophoric Reference on Teaching Arabic to Non-Native Speakers**

- a) **Economy of Language:** Exophoric reference reduces the linguistic effort required from the learner by allowing the use of substitute devices instead of lengthy phrases or sentences. This efficiency is one of the main motivators for language learning. For example, instead of saying: “*Take this textbook from the table,*” one can simply say: “*Take this from the table,*” using a demonstrative to indicate the object.
- b) **Connecting Language to Real-World Contexts:** It links linguistic structures to the tangible, observable world, taking the learner beyond the confines of the textbook into the broader social environment. This strengthens understanding and anchors the meaning of words more firmly in the learner’s mind (Al-Hudaybi, 1445 AH). Dr. Ali Al-Hudaybi also emphasized that teaching grammatical constructions is more effective when these constructions are connected to the learners’ actual communicative reality (Al-Hudaybi, 1445 AH).
- c) **Facilitating Discourse Comprehension:** Exophoric reference simplifies understanding of spoken or written discourse and helps learners grasp shared context. It teaches learners that many texts represent real or imagined social realities, enabling them to decode texts by assessing the situations that produced them.
- d) **Enhancing Non-Verbal Communication Skills:** By incorporating exophoric reference in textbooks and curricula, learners acquire awareness of body language, facial expressions, and natural cues related to time and place. This use of “**silent language**” (Edward T., 2007) reinforces comprehension and equips learners with the ability to read and interpret authentic texts in the target language.

Achieving effective communication based on accurate reading comprehension is one of the objectives pursued by the textbook “*Teaching Arabic to Non-Native Speakers: The Core Text,*” which ensures that the content of the book aligns with the social and cultural backgrounds of diverse learners of Arabic as a foreign language (Umm Al-Qura, 2008).

### **Strategies for Teaching Reference to Non-Native Speakers**

Teaching reference to improve reading and comprehension skills relies on fundamental strategies based on two main approaches:

1. **The Communicative Approach**
2. **The Grammatical Approach**

The **communicative approach** emphasizes teaching based on the exchange of experiences (Al-Hudaybi, 1445 AH), enabling both parties in the discourse to communicate and share information. This approach is particularly relevant to the second type of reference, **exophoric reference**.

The **grammatical approach**, on the other hand, focuses on mastering the grammatical rules related to reference, such as ensuring **quantitative and qualitative agreement** between the referential element—grammatical tools like “*this*” or “*you*”—and the indicative element.



These two approaches are central to teaching reference to non-native speakers, as they underpin both **linguistic competence** and **communicative competence** in the learner.

**The strategies for teaching reference to non-native speakers include:**

**a) Link Mapping Strategy:** This strategy relies on **visual tools** to illustrate the relationship between the referential element and its referent. For example, a line can be drawn connecting the two elements, or they can be highlighted using different colors to clearly distinguish between them.

**To implement this strategy in teaching:**

1. The student colors the referential element and its referent in different colors. For example: *“Zaid borrowed a book from the library, and after finishing it, he returned it to the library.”* Each element can be highlighted in a distinct color to show the connection.
2. Alternatively, the student can draw a line linking the referential element to its referent. For instance, in the sentence: *“Amr wrote the lesson and memorized it perfectly,”* a line or arrow can be drawn between the two elements, indicating which is the referential element and which is the indicative element.

**b) Self-Inquiry Strategy:** This strategy involves investigating or identifying the person being referred to, known in text studies as the **center of the text** (focal point). This educational strategy is based on the principle of **inquiry**, which is implemented through several instructional procedures, including:

1. The teacher provides a short text filled with pronouns, demonstratives, relative pronouns, or other grammatical tools that require reference. Students are asked to **identify the referential pronouns and determine their antecedents**. For example:

*“Omar went to Jarir Library and bought a linguistics book. When he returned home, he devoted himself to reading it and browsing it one by one.”*

Here, (*Omar*) is the focal point for the implicit pronouns in the text, and (*the linguistics books*) is the referent for the explicit pronouns (*reading it – browsing it*). Students are asked to identify these pronouns and indicate their referents. The teacher may also pose simple oral questions to assess comprehension and the ability to link sentences within the text, such as: *“Who went to the library? Who bought from the library? What did they buy? Where did they buy it?”*

2. Students **extract the textual elements or grammatical tools**—the referential elements and their antecedents—from the text and explain the relationships connecting them. This encourages learners to uncover the **logical relationships between the subject, verb, object, and the sequence of events**, thereby enhancing their comprehension skills and improving their reading proficiency.

**c) Substitution or Element Replacement Strategy:** This strategy is based on **avoiding repetition**, which highlights the practical benefit of reference in the text.

The instructional procedures for teaching this strategy are as follows:



1. The teacher presents a short linguistic text in which a name or noun is repeatedly mentioned, typically one familiar in the social or educational context. For example:

*"Muhammad is a diligent student. Muhammad loves reading. Muhammad understands what he reads. Muhammad enjoys sharing with his classmates the benefits he gained from reading books."*

2. The teacher then asks the students to **replace the repeated names in the text with pronouns or relative pronouns**, and engages them in a discussion about how these substitutions affect the text, particularly in terms of making the sentences **cohesive and integrated into a single textual flow**.

### **Some Tips for Implementing These Strategies in Teaching Reference to Non-Native Speakers:**

1. **Select functional texts reflecting learners' daily life:** Use texts that describe familiar topics, such as popular foods, short engaging stories from the educational environment, or everyday social life. This approach helps learners clearly identify **referential elements** and **indicative elements**.
2. **Focus first on the grammatical approach:** Emphasize the **quantity and type agreement** of the elements used in reference. Remind students that the referent and the referential element must match in gender and number. For example, masculine: (*the book ... it*), feminine: (*the notebook ... it*).
3. **Highlight the benefits of studying reference:** Explain that reference is one of the most important textual tools for ensuring **textual cohesion and coherence**. While it may initially seem complex or ambiguous, practicing reference trains students to overcome learning difficulties, decode ambiguous texts, improve comprehension, and develop **accurate and fluent reading habits**.

## **2. Reading and Reading Comprehension in Teaching Arabic to Non-Native Speakers**

**a) Reading:** Reading is one of the most important pillars of a nation's progress and civilization. A nation that does not read is often classified among underdeveloped nations, lacking identity and a promising future. Reading is the foundation of civilization; through it, identity is preserved, cultures are maintained, and it becomes one of the most effective means of transmitting culture and national identity.

Reading is the skill of **decoding visual linguistic symbols** (Mamoun Saad – Arif Haniya, Vol. 13, No. 1). These symbols may also include **non-linguistic signs**, such as indicators or other non-verbal cues. It involves converting written linguistic symbols into audible or spoken sounds, which is a key method in teaching a language to non-native speakers (Al-Hudaybi, 1445H).

The process of reading is not limited to decoding linguistic symbols; it **extends to interpreting the text and constructing meaning** from it. Therefore, reading is a complex cognitive and physical process. Professor Ali Al-Hudaybi asserts that the main goal of reading is to **develop comprehension of the text** (Al-Hudaybi, 1445H). Reading comprehension, which will be discussed next, represents the second type of reading that goes beyond mere decoding.



**b) Reading Comprehension:** Reading comprehension is the process that builds upon literal reading; it is the **result of reading**. Reading cannot be considered true reading unless it produces an understanding of the text.

Comprehension sometimes depends on grasping the content of the **linguistic structure**, which is known as **literal comprehension**. At other times, it relies on understanding the **relationships between structures** or linking the linguistic structure to the reader’s **prior knowledge**, resulting in an organized understanding. This higher level of comprehension is referred to as **interpretive or inferential comprehension** (Ma’medi, n.d.).

Often, the difficulty in understanding texts among language learners stems from their **inability to link words within the text field** or from a **weak grasp of textual relationships** within the text’s structure. Undoubtedly, at the forefront of these textual relationships is **reference in its two types**. This challenge largely arises because most educational curricula focus on **isolated sentences** in teaching, without encouraging students to **decode cohesive texts** or **understand interconnected sentences**.

**Practical Applications:**

The practical applications consisted of **two main branches**, which are:

- **Conducting an exploratory test on the students’ level in Arabic:** This exploratory test was administered to **150 students** out of a total of **250 students** across the three secondary levels. The purpose was to verify their possession of **reading skills** and **reading comprehension skills**. The test was scored out of **20 points**, with details provided in the following table:

**Table (1): Students' General Language Level**

Skill	Students Scoring Above Half	Percentage (%)	Students Scoring Below Half	Percentage (%)
Reading Skill	100	66.67%	50	33.33%
Comprehension Skill	56	37.33%	94	62.67%

**Interpretation of Results:**

It is noticeable that a significant number of students at **Dar Al-Hadith duekoue** Secondary School possess strong **reading** abilities. The majority, around **66.67%**, scored above half of the total grade (11–20 points), while **33.33%** of students scored below half. This indicates that most students have either excellent or average reading abilities.

However, when it comes to **reading comprehension**, the percentage of students who scored well is relatively low. Only **37.33%** of students managed to score above half, while a significant **62.67%** struggled with comprehension. This suggests a clear gap in their ability to understand and interpret the text. The low performance in comprehension can likely be attributed to a weakness



in their **grammatical knowledge** and **textual coherence**. Without a strong foundation in these areas, students face challenges in connecting ideas and extracting meaning from texts.

This disparity highlights the necessity of focusing on improving **comprehension skills** alongside reading skills, particularly by strengthening their **linguistic and textual knowledge**.

- **Exploratory Test on Learners' Ability to Link Textual Tools or Referential Elements with Each Other and Their Ability to Perceive and Relate Beyond the Text:**

**This test was designed in two formats, as detailed below:**

- **Measuring the Learner's Ability to Link Internal Textual Referencing Elements:**  
This test was conducted on a group of (120) students to assess their ability to link pronouns with their antecedents, demonstrative nouns with their referents, or relative pronouns with their clauses or what clarifies the ambiguity of the relative pronoun. This test focused on the skill of comprehension, specifically reading comprehension. The details are as follows:

**Table (2): Statement of Textual Level Among Dar Al-Hadiss Students in DUEKOUE (Endophoric Reference)**

Skill	Number of Students Scoring More Than Half the Score	Percentage	Number of Students Scoring Less Than Half the Score	Percentage
Literal Comprehension	85	70.83%	35	29.17%
Inferential and Deductive Comprehension	30	25%	90	75%

It is observed in literal comprehension that many students understand the meanings of the morphological structure of words, as evidenced by the percentage of students who scored more than half the total score, which is 70.83%. As for the second group, they need more exercises to clarify the meanings of linguistic structures and more practice with grammatical rules.

As for inferential comprehension, which involves connecting words with each other within the context of the text, the percentage of students who scored more than half the score is very low, only 25%, while the opposite group scored higher, 75%. This indicates that a large proportion of students need to intensify exercises that focus on linking elements or parts of the text, emphasizing the accuracy and importance of recognizing textual relationships and connections in the comprehension process.

- **The learner's ability to connect the elements of the text to their external world (external reference):** This type of test is conducted to assess the learner's understanding of the circumstances surrounding the text, as well as their ability to comprehend the context and background of the statement. This test was conducted on 30 students, and the results are shown in the following table:



**Table (3): Statement of Textual Level Among Dar Al-Hadiss Students in DUEKOUE (Exophoric Reference)**

Skill	Number of Students Scoring More Than Half the Score	Percentage	Number of Students Scoring Less Than Half the Score	Percentage
Inferential and Deductive Comprehension	7	23.33%	23	76.67%

It is observed from this statement that there is a skills gap and a weakness in the students' understanding of the linguistic context, which has weakened their ability to make inferences and deductions from the text. This is undoubtedly a negative indicator for language learners who are non-native speakers, as it suggests complete obliviousness to what is happening around them. It is well known that one of the greatest motivators for language learning is connecting the language to its environment and context. Learning a language is not limited to visible symbols only; sometimes, silent language is more powerful than spoken language. Therefore, there should be a focus on linguistic exercises that relate to connecting the elements of the text, as well as increasing the use of real-life linguistic examples. Additionally, oral interviews should be conducted to uncover the learner's relationship with their social and linguistic reality.

**Results of Practical Applications:**

The results of the practical applications showed that a large percentage of the students at Dar Al-HADDIS- DUEKOUE Secondary School possess reading skills, particularly in literal reading. However, their comprehension skills are weak, which calls for an increased focus on grammatical applications that connect reading with understanding, especially pre-reading and post-reading exercises related to textual reference. Furthermore, the application of inferential comprehension, which links the internal text with the external influences and social stimuli surrounding it, is essential. Undoubtedly, this is a strong indicator of the effectiveness of teaching both types of reference in enhancing and improving reading and comprehension skills.

**Discussion of the Results of Practical Applications:**

These results suggest the need to accelerate the teaching of grammar for non-native speakers, especially at the intermediate stages. It calls for a shift from partial approaches in educational applications, which often fail to equip the learner with the ability to analyze the text and connect its parts, to a holistic perspective that helps the learner understand that the vitality of language does not lie in isolated words or sentences. These are merely stages in language learning, not its ultimate goal. Effective learning can only be achieved through reading and reading comprehension, which involves guiding the reader to explore the references within the text and attempt to connect its parts. Undoubtedly, these results align with findings from studies on teaching language to non-native speakers, such as: *Interactive media programs based on brain-based learning theory and their effectiveness in developing reading comprehension skills among female primary school*



*students in Saudi Arabia* (by a group of professors), and *Teaching Arabic Grammar to Non-Native Speakers in Light of Chomsky's Theory* by Dr. Ibtihal Muhammad Ali Al-Bar, Aluka Network - Books Section.

### **Conclusion of the Study:**

The study concluded that teaching based solely on learning words and sentences does not develop a learner's ability to communicate or decode long texts. It also found that teaching reference in both its forms (internal and external) leads to an improvement in reading and comprehension skills among Arabic learners who are non-native speakers. This approach guides the reader to track both internal and external references within and beyond the text, making the learner an active participant in the creation of the text. The study also concluded that adapting textual theories (such as: reference, media, and acceptability) to language teaching theories for non-native speakers, and even integrating them into Arabic as a second language curricula, represents a valuable educational contribution that cannot be overlooked, especially in intermediate stages, not to mention advanced stages.

### **References:**

- Robert, D. B. (1998). *Text, Discourse, and Procedure*, Translated by: Dr. Tammam Hassan, (1st Edition), Alam Publishing.
- Al-Azhar Al-Zanad, (1993). *The Weaving of the Text*, (1st Edition), Arab Cultural Center.
- Al-Faqi, S. E. (1431H / 2000). *Text Linguistics: Theory and Practice, An Applied Study on the Meccan Surahs*, (1st Edition), Quba Printing, Publishing, and Distribution House.
- Al-Hudaibi, A. M. (1445H). *Arabic Language Teacher's Guide for Non-Native Speakers*, King Salman Global Center for Arabic Language.
- Edward T. Hall, (2007). *The Silent Language*, (1st Edition), Al-Ahliyya Publishing and Distribution.
- Research and Curriculum Unit, (2008). *Teaching Language to Non-Native Speakers*, Basic Book, 3rd Edition, Umm Al-Qura University, Institute of Arabic Language for Non-Native Speakers.
- Mamoun, S. & Haniya, A. (No date). *Levels of Reading Comprehension for Fifth-Year Primary School Students*, Journal of Arabic Language Sciences, Vol. 13.
- Maamadi, I. A. (No date). *Levels of Reading Comprehension*.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman
- Brown, G., & Yule, G. (1983). *Discourse Analysis*. Cambridge University Press.
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press..
- Al-Shorafat, M. O. (2007). *Discourse Analysis and Arabic Text*.