

## *The presence of modern linguistic theories in the 4th year Middle school textbook of Arabic Language*

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Received. 25/05/2024      Accepted: 29/06/2024

### **Abstract:**

Language education issues are addressed by applied and theoretical linguistics because it seeks to achieve scientific, cognitive, and pedagogical goals in the educational reality to overcome difficulties and facilitate the educational process for both teachers and learners. Therefore, this research paper aims to shed light on the extent to which theoretical and applied linguistics serve to treat the problems in teaching the Arabic language in schools, and to what extent the academic solutions and suggestions are applied in the Arabic text-book of 4th year Middle school. The descriptive analytical approach was adopted using theory, structural methods, and textual standards in preparing and presenting Arabic language lessons.

**Keywords:** Linguistics. Didactics of languages. Textbook. Constructivist approach. Textual standards. 4th year. Arabic language

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**.1Introduction:**

Language education is regarded by scholars as a subfield of applied linguistics that emerged as a result of the interaction of general and educational linguistics, psychology, sociology, pedagogy, and phonology.

Language education is one of the most important issues in theoretical and applied linguistics, aiming to achieve educational, pedagogical, and pedagogical objectives in order to improve and promote educational reality. It aims to eliminate difficulties and make the educational process easier for both the teacher and the learner. Based on this, it is necessary to acknowledge that the valuable academic linguistic research and studies produced by linguists in the field of language education have quantitative and qualitative weight in higher education and scientific research. But is this invested in the reality of teaching Arabic, or is it purely theoretical?

As a result, we chose to address this topic and investigate the issues it raises within a broad concept framed by the following fundamental problem, which we summarize in the following question: To what extent are modern linguistic theories applied in preparing and presenting the lessons of the Arabic language book for the fourth year of intermediate school?

To answer the question of our study, we presented the following elements:

- 1) An introduction to educational languages, including the Arabic language and its relationship to linguistics.
- 2) Utilizing constructivist theory, educational methods, and modern textual approaches to prepare Arabic language book lessons for the fourth year of middle school, second generation in Algeria (the applied aspect).

In terms of application, we used a descriptive-analytical approach to the Arabic language book for the fourth year of middle school, second generation in Algeria, to determine where to invest in constructivist theory and its educational methods in lesson preparation and presentation, as well as where to use textual standards in text analysis.

**2. Adjust Terminology:****1.2 Educational:**

Educational pedagogy focuses on education as a subject (Lalande, 2012, p. 267) It is the scientific study of educational methods and techniques, as well as ways to direct the educational situations to which students are exposed in order to achieve desired goals, whether on a mental, emotional, or sensory level (Al-Duraij, 2000, p. 13).

Educational or didactic aims to achieve scientific, cognitive, and pedagogical objectives in the educational system. It seeks to overcome challenges and facilitate the educational process for both teachers and students in all

educational subjects. According to the above, Didactics is the process of monitoring and analyzing the interactive relationships between the teacher, the learner, and the scientific subject in order to diagnose problems and obstacles and find appropriate solutions to them.

## **2.2. Educational Languages and Arabic:**

Defined as the scientific study of language, it seeks to create an educational program that makes it easier to teach the language to students. (Organization, 2002). If education is concerned with teaching all educational subjects, language education is concerned with teaching only languages, such as Arabic, English, and so on.

Language education is viewed as an applied method of developing students' abilities to acquire linguistic skills and apply them functionally, which necessitates the ongoing use of specialized scientific and cognitive experiments that are directly and fundamentally linked to the intellectual, physiological, psychological, and social aspects of human language (Hassani, 2009, p. 01)

Language education contributes scientific, cognitive, and pedagogical tools and procedures to the educational system. Its ultimate goal is to overcome difficulties in properly conducting the educational process in school halls, as well as to ensure consistency and harmony between administrative and educational staff, all in order to serve students and improve education quality.

## **3.2 The relationship between applied linguistics and language education:**

Applied linguistics is the practical application of general linguistics. It investigates language as a social phenomenon, observes language problems in use, and then addresses them. Applied linguistics intersects with many sciences, resulting in the formation of several interdisciplinary sciences, such as educational languages, social linguistics, psychological linguistics, geographical linguistics, computational linguistics, educational languages, educational linguistics, contrastive linguistics, and neurolinguistics, among others. Its areas of focus include language teaching and learning, linguistic planning, linguistic policies, language pathology, speech, lexicography, terminology, and translation.

As a result, language education is classified as a subfield of applied linguistics because it is an interdisciplinary science that emerges from the interaction of didactics and linguistics and provides education with theories, methods, and strategies for teaching languages, whether they are mother tongues or second languages, using tools and procedures borrowed from other sciences. Examples include psychology, arthonia, sociology, educational sciences, and others.

Educational linguistics has been linked to applied linguistics to the point where some have almost considered them to be one science - which is what Al-Drage

warned against and called (paradigmatic confusion), in which the boundaries of each science are lost, despite the fact that they are two different sciences independent of each other, but they have a reciprocal and interactive relationship, as one does not dispense with the other.

The above demonstrates the existence of an unavoidable two-way interactive relationship between applied linguistics and language education, and one cannot exist without the other. If this balance is disrupted, a schism will form between the two, resulting in linguistic research findings that have no application and language teaching problems that lack solutions.

Language teaching is the field that seeks to apply cognitive results from linguistic theory and invest the findings from theoretical language research in improving methods of teaching the language to native and non-native speakers (Hassani, 2009, p. 130)

Language education is a science that combines the findings of theoretical and applied linguistics and then puts them to the test in the classroom.

- Language education encompasses theories, methods, approaches, and learning strategies derived from pedagogy, sociology, psychology, and artifacts. Its goal is to promote education and improve language teaching progress. This answers the questions. Question: **How do we learn?**

Language education applies linguistic theory to classroom practice, with the goal of answering the question: **What can we learn?**

The interactive, reciprocal links between language education and other sciences emerge as a result of this cooperation and give-and-take.

In order to prove or deny the existence of modern linguistic theories in educational Arabic language programs, we presented in this research paper an applied study in which we show the places of use of constructivist theory, educational methods, and textual standards in the Arabic language book, fourth year, middle school, second generation

### 3. Applied study:

Language education addressed all aspects of the linguistic phenomenon in the classroom, including what is prohibited and what is permitted in the teaching and learning of oral and written language. One of the important topics of linguistics in the field of language education is learning theories, and the strategies and methods they have produced that have contributed to the development of language learning and teaching easily, and the promotion of the teaching-learning process, and its transition from boring traditional education, which assigns all tasks to the teacher and marginalizes the learner, to active modern education, which makes the student It is the foundation upon which didactic action is organized.

Based on educational developments and rapid progress in educational quality around the world, the Algerian educational system has seen several reforms and restructurings of educational curricula, as well as multiple changes in teaching approaches in response to changes in global educational trends. It has progressed from a content-and-quantity-based

approach to one based on educational objectives and competencies. The latter derives its principles, procedures, and goals from constructivist theory, which views the student as an active participant in the educational process and believes that self-education is essential for effective education. Hence, in this research paper, we want to know the impact of constructivist theory on Arabic language books. For the fourth year, the second-generation average is calculated using the following elements:

1. Define the various terms in the applied study.
2. Investing in structural lesson steps and textual standards for analyzing literary texts in the Arabic language book (fourth year, intermediate, second generation).
3. Constructivist teaching methods and their applications in Arabic language textbooks, fourth year, intermediate, and second generation

### **1.3 First, consider the foundations and concepts:**

#### **1.3.1 Constructivist Theory in Language Education:**

Constructivist theory is defined as a set of steps that allow the student to carry out many educational activities while learning science, with the requirement that he actively participate in these activities so that he can acquire knowledge on his own, that is, he learns and monitors himself how he learns and carries out understanding-based learning at an advanced level, which leads to repeating Organizing the student's cognitive and informational structure (Al-Mihi, 2003, p. 15). Education is one of the modern fields in which constructivism has established a strong presence, as it has been linked to knowledge construction, also known as cognitive constructivism in education.

It is now clear that constructivism is linked to curricula, educational methods, and learning theories, such as Ausubel's theories, Jean Piaget's cognitive theory, and Bruner's theory, which presented a vision to explain the nature of the learner's cognitive abilities and mental development, as well as an explanation of its educational effects. (Khudair & Khalaf, 2015, p. 1928). As a result, constructivist theory has infiltrated the educational field with its methods and tools. It advocates for teaching with the goal of comprehending and being understood. The student is placed at the centre of the educational process (an active learner), while the teacher conducts the educational process by accompanying, monitoring, and directing the student to achieve sound and good results. It views learning as an ongoing, active, and purposeful construction process that necessitates mental effort. The student acquires his knowledge on his own, and education is not about indoctrinating him and flooding his mind with information. It is critical to teach him how to think and apply his knowledge, experiences, and ideas in situations outside of the box in which they are placed. So that it serves and develops the student's social communication skills, as well as his ability to confront and solve problems. Constructivist theory uses a variety of educational methods to prepare and present lessons, including collaborative, problem-solving, and contextual approaches.

#### **1.3.2 Textual Standards:**

The seven criteria, attributed to Robert de Beaugrand, are basic criteria that must be met in a text to determine whether it is textual or non-textual. There are seven criteria: (de Beaugrand, 1998)

- 1) **Cohesion**, also known as grammatical linking:
  - **Grammatical casting elements include referral, substitution, deletion, and linking.**

• **Lexical casting elements include repetition, linguistic accompaniment, and cohesion.**

2) **Coherence:** It is called semantic harmony, and it occurs when you achieve the following:

3) **Intentionality:** This is the goal that the author establishes before writing the text.

4) **Acceptability:** This is the recipient's decision to accept or reject the text.

5) **News or information:** this refers to the information provided by the text.

6) **Situationality:** The extent to which the text is appropriate for the situation.

7) **Intertextuality:** what is the interpenetration of a text's meaning into other texts? (de Beaugrand, 1998).

## **2. Investing in structural lesson steps and textual standards for analyzing literary texts in the Arabic language book, fourth year, intermediate, second generation:**

**1.2 Steps and methods for applying constructivist theory in teaching:** The steps are represented as follows: 1. The introduction stage. 2. Group practice stage. 3. Individual learning stage. 4- Transferring responsibility to the learner. 5- Increasing the learner's workload. 6. Feedback. (Gawadra, 2003, p. 157). There are numerous constructivist educational theory methods, from which we selected those used in the textbook: (the collaborative model, the contextual model, and the problem-solving model).

**2.2 Arabic Language Book Content:** Dr. Hussein Shallouf and others wrote the book. (Shallouf, 2019). The book includes 24 texts. A single text is analyzed based on linguistic skills (listening, speaking, reading, and writing). The book refers to it as (discourses for understanding spoken language, texts for understanding written writing, written production, and finally integrating and evaluating instructions).

The book is divided into eight sections, each with a set of learning situations and activities for one of the four competency areas. Each section has an axis that corresponds to a cultural field, such as (social pests, environmental pests...). The topics covered in each section are:

- Texts of various styles (narrative, descriptive, interpretive, argumentative, directive, and dialogic).
- The texts are analyzed using de Beaugrand's textual standards (consistency and harmony).
- Extracting rhetorical and literary genres (poetry and prose).
- Analyze the narrative discourse (characters, time, place, stages of character development, complex, and solution).
- Exploring linguistic phenomena at three levels: syntactic (grammar and morphology), phonological (reading), and semantic (vocabulary explanation).
- Teaching the Arabic language in the intermediate stage is designed to help students improve their linguistic skills and expand their vocabulary, as well as to provide them with knowledge that reinforces their national and Arab identity, such as (national heritage, lofty morals, Islamic values, Algerian culture, Arab culture, etc.) and pride in it. Furthermore, they will be exposed to all aspects of global culture, broadening their horizons to the cultures of world societies.
- The goal of teaching the Arabic language is to broaden learners' experiences and shape their personalities in order to meet their psychological, mental, behavioral, communicative, and interactive needs. It also aims to establish the Arabic language in students' minds, which they will use in their writing and expressions in both academic and practical settings. Shalouf et al. (2019)

## **2.3 Steps for applying structural theory and textual standards in Arabic language lessons, fourth year, intermediate, second generation:**

### **A- Application stage:**

According to constructivist theory, at this stage, the teacher should give the students a general idea of the lesson by using hints and exciting questions that blow their minds and move their thoughts, as well as discuss some aspects of the lesson with them. (Al-Khalili & colleagues, 1996, p. 157)

The introduction stage, which is based on constructivist theory, appears in the Arabic language book for the fourth intermediate year under the icon (reading and understanding the written) and the name (the field of understanding the written, I understand what I read and discuss). The professor begins these steps by providing a general overview of the lesson's topic, followed by suggestions and questions. Provocative and stimulating students' cognitive curiosity. Written Comprehension consists of three texts, one for each week, designed to improve the effectiveness of reading and writing comprehension. Reading different texts on topics and styles.

Then the teacher explains the difficult words and phrases. The teacher also attempts to involve the students in determining the overall idea of the text and the sub-ideas of each paragraph, based on their initial understanding of the text. The answers are given individually so that the teacher can determine the extent of their understanding of the lesson topic.

#### **B- Group Practice Stage:**

Based on constructivist theory, at this stage, the teacher shares some lesson ideas with the students, asks them some questions, and then leaves them to answer them. Students collaborate in small groups, with two students each working on a single idea. (Al-Khalili & colleagues, 1996, p. 157). This stage in the textbook is called (preparatory work for understanding and producing the written), and it uses the image at the top of the page to understand what is written, as well as the frame that displays a brief biography of the author of the text, as an activity to demonstrate the student's proactive reading. Students can also be asked to read the text and expand their vocabulary throughout the lesson. The teacher presents his reading of the text to the students and instructs them to read it carefully, so that everyone understands what is being said. The text's topic is then presented to students for discussion. This is accomplished by using the icon (Read the text) to understand the content, discussing the topic collectively, stimulating debates among students, and concluding with the conclusions reached. This stage entails group and cooperative work, including audible readings and attempting to understand the text through discussions among students and under the supervision of the professor, in which order is maintained and dialogue is conducted.

#### **C- Individual Learning Stage:**

After discussing the topic collectively, the students' understanding of the material improved, allowing them to develop individual learning. In this step, constructivist theory allows each student to learn independently while being supervised and guided by the teacher. The teacher also practices reciprocal teaching with the students. (Al-Khalili & colleagues, 1996, p. 157). Individual learning in constructivist theory corresponds to the activity of analyzing the style of text in an icon. Students participate in discussions, comment on and defend their own hypotheses, and collaborate with the teacher to clarify each style and its function. Texts have a variety of styles: (argumentative, explanatory, narrative, descriptive, and dialogic styles). Students will also be trained to perform individual analysis using text-based analysis methods (textual approaches), which are represented by discovering aspects of coherence in text construction and studying aspects of text harmony and cohesion within the framework of the icon. which are represented in the framework of the icon (search for the coherence of the text and the harmony of its meanings). This analysis is based on De Beaugrand's seven textual standards, which are necessary for the text to be considered a text. The Arabic language book includes Al-Sabak, Al-Hubak, Al-Maqsideiya, and Al-Akhbariya. The purpose of these textual standards is to deal with and analyze literary and poetic texts, using the experiences and information gained from previous lessons to apply them in analyzing texts, an analysis based on modern textual approaches. The learner is responsible for extracting the standards found in the text. An example of this is asking questions based on the poem (A Questioner) by Abdullah Al-Baradouni, on page (23):

**Examine the text sentences' coherence and consistency in meaning.**

-The poet used textual references with pronouns at times and verbal connections at other times. He extracted these linguistic clues and explained how they contribute to the text's consistency.

-How do you explain the poem's heavy use of negative letters? How does it relate to the questioner's psychological state?

-Is it possible to advance some verses of the poem while delaying others? What would you call this phenomenon? How was this accomplished in the text?

As a result, the student tests himself, his knowledge, and his way of thinking in his analysis of texts, and the professor, in turn, tests his students to determine their level and the effectiveness of the methods and methods he employs in class. Once the learner is able to analyze texts in this manner, he will develop a critical spirit for what he reads and will learn to judge texts based on their textuality or non-textuality.

#### **D- Transferring Responsibility to The Learner:**

At this stage, constructivist theory transfers all responsibilities for teaching and learning from the teacher to the student, eliminating the support of the teacher and leaving only his regular monitoring of students' performance, until self-learning mastery is achieved (Al-Khalili & colleagues, 1996, p. 158). In the Arabic language book for the fourth year of intermediate school, at this stage, the teacher is content with leading discussions and analysis to reach conclusions so that the students feel that they have built their learning on their own. Then they move to the applied aspect through three activities in linguistic construction. The task of teaching at this stage passes from the hands of the teacher to the hands of the learner. After the student has acquired all that knowledge in the previous stages and has accumulated information, experiences and applications that prepare him to complete learning on his own without assistance, the teacher asks him to do independent work in which he applies everything he has previously acquired, in order to evaluate the professor examines the previous educational process, so he knows who understood and who still has confusion.

#### **E- Increasing the Burden on The Learner:**

At this stage, the student's level of independence grows as he is given complete responsibility for developing his learning, knowledge, and experiences without the slightest assistance, paving the way for the production of acquired educational practices that the student himself implements. (Al-Khalili & colleagues, 1996, p. 158) This type of learning occurs - at this stage - after the student has taken an important step in the path of learning the patterns and characteristics of the text and analyzing it using textual approaches, followed by studying its linguistic structure, which he learned through icons. This is what will be practiced in the lesson's applied aspect, both written and oral. We notice that there is no separation in the learning process, with each stage leading to the next, i.e., from easy to difficult and from part to whole. The teacher must understand that learning in the area of written production is also scheduled for three weeks. Efficient written production includes the following elements: The student chooses the appropriate topic for the situation and style, uses the appropriate elements for the topic, employs links and linguistic references appropriate to the text's style, and explains his opinions and rulings, particularly in the style of argumentative and interpretive text that requires evidence and proof to defend and refute opinions that agree with his own. Opinions that contradict him. Here, the student applies all of his ideas, knowledge, and linguistic wealth that he has gained through experience to write his book. Then he reads it in front of his peers, and his responsibility to be worthy of it grows as a result of the structural progression through which he learns the material, which allows him to retrieve and apply it more easily.

#### **F- Feedback:**

According to constructivist theory, at this stage, the teacher provides feedback and corrects the learners' mistakes before asking each learner to provide self-feedback (Al-Khalili &

colleagues, 1996, p. 158) At this point, the teacher ensures that the students understand everything by creating an integrative situation in which the learner applies all of the learning, knowledge, and experiences he has gained in previous weeks. Feedback consists of the professor correcting the students' work; however, if some students were unable to produce it, he must evaluate and evaluate the work, search for defects, correct his mistakes, and learn from them.

### **3. The influence of constructivist teaching methods on the Arabic language textbook, fourth year, intermediate, second generation:**

Constructivism divides teaching methods compatible with Arabic language education into three models: cooperative education, contextual teaching and learning, and problem-solving learning.

#### **1.3 Cooperative Education Model:**

Students work together to teach one another, and learning is participatory in terms of concept acquisition, experimentation, and knowledge gathering. The teacher's role cannot be overlooked, which includes providing a comprehensive overview of the lesson, assisting and guiding students when they are unable to understand, providing feedback on the group's work, and evaluating and evaluating their learning. (Nasuttione, 2016, p. 42) The Arabic language teacher for the fourth year of intermediate school employs cooperative education in activities that require students to work in groups of two or four, cooperating with one another to create an environment of competition and activity among the groups. We see this model in (directed work, written production activities, spoken production, comprehension questions, and grammar activities). The professor may use this model or not, as each professor is free to choose his own approach. However, cooperative education has significant advantages and benefits in terms of idea consolidation and building when learning is shared and students compete.

#### **2.3 Contextual teaching and learning model:**

This model focuses on bridging the gap between academic subjects and the context of students' daily lives through individual, self-directed, and collaborative group work. This educational process aims to provide students with academic content that is relevant to their real-life experiences as well as their personal psychological, social, religious, and economic circumstances. This model also emphasizes the importance of students' creativity and innovations, as well as the school's motivation and encouragement for them, so that they gain experiences that allow them to think, innovate, and develop their creative criticism. (Nasuttione, 2016, p. 43).

Contextual education seeks to transform the student into a critic of what he reads and learns, an evaluator of his surroundings and life, and an innovator who serves and develops his environment. The Arabic language book for the fourth year of intermediate school teaches the student about his surroundings through texts, innovations, and practical applications. We find texts on social, economic, environmental, moral, and national issues that were programmed for analysis, study, extracting lessons and sermons, and learning about reality and the outside world. Texts include: (In the Face of Disasters - Who Protects Fouad Al-Saghir - Prisoners of the Screens - The Press and the Nation - Scientific Progress and Ethics - Environmental Pollution, etc.). Students are assigned to integrating situations in which they can be creative in writing poetry or prose in a variety of styles (descriptive, narrative, etc.). Interpretation, argumentation, and so on will be used to reward the best innovator. We track the motivation for innovation in the work directed by the icon (Integrating Instructions), such as: (creating a documentary on environmental preservation and pollution risks - creating a brochure to introduce traditional craft products - completing an audio-visual investigation followed by a discussion about clandestine immigration... etc.). These curricular and extracurricular

activities aim to encourage learners to be creative and innovative, and this education provides students with unforgettable personal experiences that they can apply in their daily lives.

### **3.3 Problem-Based Learning Model:**

This model teaches students scientific steps, theoretical knowledge, practical skills, and expected trends through a series of educational activities. They must also learn how to think in all forms and solve problems, because when preparing students for the life they want and the life that awaits them, they only need the practical knowledge and skills needed to face the rapid changes in life of movement and renewed modernity. They must also learn how to effectively deal with and solve problems they have never encountered before. (Nasuttione, 2016, p. 44). Using this model, the teacher presents a specific problem to the students, such as the issue of clandestine immigration. The teacher presents the problem in the form of specific questions, such as: What are the risks of clandestine immigration to the individual and his family? What are the methods for reducing clandestine migration? How to teach young people about the dangers, among other intriguing questions. The students are then given time to consider possible answers to the questions. Following that, each student creates a list of possible answers and solutions. The students then consult and discuss the issue in order to find appropriate solutions to clandestine immigration and how to prevent this dangerous problem, which has claimed the lives of thousands of young men and women. Then select the best solution from the proposals. Finally, the teacher assesses the ideas presented, presents the best ones, and approves them for the lesson.

### **Conclusion:**

In the research paper, we discussed and analyzed the Arabic language textbook for the fourth year of intermediate school in Algeria to determine the extent to which the Algerian school employs modern linguistic research. After extracting the areas of its reliance on structural theory and textual standards, we concluded as follows:

**First:** the Algerian school is currently using a constructivist-based approach to teaching competencies.

**Second:** the Arabic language curriculum for the fourth intermediate year adheres to constructivist education principles and methods in the following areas:

- Focusing on the learner by assigning educational tasks and holding him accountable for his learning under the teacher's supervision. Putting learners in real-life situations to meet their needs, interests, and personal inclinations.
- Assigning difficult tasks, but with the educational sections, they will gain knowledge, methodologies, and tools to solve problems.
- The book also includes tools for evaluating and evaluating their written and oral productions, as well as the self-correction that constructivist teaching employs, which helps students become more disciplined and in control of their learning.
- Based on the foregoing, we conclude that the constructivist theory, with its steps and educational methods, was able to establish effective, valuable education; however, this requires the presence of teachers who are more up-to-date with linguistics and modern teaching theories, so that they can teach according to its steps and reap its successful results, by allocating intensive teacher training, as planned by the Ministry of Education. And education, with the goal of introducing them to this theory as well as other theories relevant to the intermediate Arabic language curriculum, such as communicative and functional...
- We discussed the most important principles, steps, and structural mechanisms incorporated into the Arabic language curriculum. We concluded that constructivist theory was strongly present in the textbook, as:

1) Education through the competency approach, which derives its principles, procedures, and objectives from constructivist theory, because it places the student at the centre of the educational process and believes that self-education is essential to effective education.

2) The constructivist education steps used in the Arabic language book for the fourth year of intermediate school when preparing to present the lesson. This includes (the introduction stage, the group practice stage, the individual education stage, the feedback stage, the transfer of responsibility to the learner, and the increased burden on the learner).

3) The Arabic language book uses constructivist teaching methods, such as the cooperative education model, the contextual education model, and the problem-solving education model.

**Third:** Depot Grand's textual standards are clearly present in the analysis of literary texts (both prose and poetry). This is what will instil in the student a critical spirit toward texts.

**Fourth:** Despite the success of linguistic theories in education, grammar and morphology have not been changed, facilitated, or developed. This could be due to a lack of modernization in teaching Arabic grammar, as learning it still relies on traditional teaching methods (such as lectures), in which the student plays a passive role while the professor dominates. This strategy is boring because there isn't enough discussion and dialogue. We can overcome this failure if we work together, use modern methods, and listen to and implement attempts to facilitate and renew grammar.

Finally, this research paper examined the Arabic language book for the fourth year of intermediate school from the perspective of the Ministry of Education, as well as the goals it hopes to achieve with it. We discussed the most important principles, steps, and structural mechanisms used in the Arabic language curriculum. We concluded that constructivist theory, educational methods, and textual standards were prominently featured in the textbook.

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