# Applied Linguistics and its Impact on the Arabic Language Pedagogy: A Theoretical Study

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**Abstract**

*This paper falls - in its general context - within applied linguistics. It presents explanations to some concepts of applied linguistics, which is considered as an element of modern language studies and is perceived by some as the practical element that complements the general theories of linguistics. Therefore, this paper addresses the general principles on which the general ideas of applied linguistics are built and their relationship to teaching languages in general and the Arabic language in particular, which could apply to both native speakers and bilinguals. Then the paper ends with some results and recommendations reached by the researcher.*

**Keywords:** *Applied Linguistics, Arabic Language, Education.*

## INTRODUCTION

Applied linguistics is the meeting point of the human sciences because it is based in essence on the characteristic of human pronunciation. Therefore, it is based on the specific problems of pronunciation, which includes some fields of speech such as: Speech issues, translation, the educational field, applications of linguistic education, the educational aspect of the speaker, and learning foreign languages.

Pedagogy is a branch of applied linguistics, and it is an independent field related to other sciences. It studies education in terms of content, theories, and teaching methodologies in a scientific manner, as each science has its own pedagogy, such as engineering pedagogy, mathematics pedagogy, and Arabic Language pedagogy, which is the focus of this paper. Language pedagogy generally means: "A pedagogical practice that aims to qualify the learner to acquire linguistic skills, and it is considered an important field of applied linguistics, as it is the product of interaction between linguistic theory with theories of general psychology and educational psychology, and this is what made it gain scientific justifications to become a branch of linguistics."( ). Therefore, the issue of teaching the Arabic language has become a prominent issue, and a field of knowledge to which applied linguistics gives special attention.

Applied Linguistics is not an application of "linguistics" and does not have a "theory" in itself, but it is rather a field in which different sciences meet when dealing with the treatment of human language, It is a field with multiple scientific systems that leverages its results in identifying 'linguistic problems' and proposing solutions for them ( ) based on a specific theoretical framework which aims to analyze or describe the language. It is a science that aims to achieve practical and utilitarian objectives, similar to all applied sciences that direct their objectives beyond the true boundaries of science. This means that applied linguistics: in the face of a 'science' that lacks a specific subject or a specific 'theory,' is rather an application of the results and methods derived from theoretical linguistics to analyze and study language in a non-linguistic field. This also means that applied linguistics in this sense, is only a means to a specific end rather than an end in itself. In contrast to theoretical linguistics, which studies language in itself. Therefore, the topics of the branches of applied linguistics are numerous.

There is no doubt that the educational practices related to the Arabic language prevailing in educational institutions today have become mechanical practices, in the absence of defining clear teaching plans and sound educational curricula. The teaching methods are the cornerstone in the instruction of the Arabic language, especially considering that teaching Arabic is a challenging and enriching endeavor in itself. It is challenging due to the considerable inconsistency and variation in teaching methods for the Arabic language.

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Also, precision in determining the content that should be taught and confined to it adds to the difficulty. It is a rich field and an issue that cannot be definitively settled as it is subject to renewal. The Issues related to the teaching and learning of the Arabic language require further study, deserving research to enhance and uplift the educational process and to find effective solutions to many issues associated with this subject. Therefore, the title of the research is framed as "Arabic Language Pedagogy in Light of Applied Linguistics."

## Research Problem

The Arabic language pedagogy is a prominent issue that requires the use of applied linguistics, which may help break the barrier of fear between students and the language and bring it closer to the student's mind. But what is applied linguistics and what are its principles that can be relied upon in developing the teaching of the Arabic language, whether for the native speakers or foreign learners? Despite the importance of this topic, there are only a few studies that address the aspects of the Arabic language pedagogy. Therefore, is it possible to benefit from applied linguistics in teaching the Arabic language? This is what the paper seeks to discuss, so the researcher chose to raise the following research problem that is outlined in the following question: What is Arabic language pedagogy in light of applied linguistics?

This question branches out into sub-questions:

What is the concept of pedagogy in general? What is meant by Arabic language pedagogy, and what are its issues?

What are the conditions of Arabic language pedagogy through applied linguistics?

What are the principles of Arabic language pedagogy according to applied linguistics?

## Importance of Research

The Arabic language is multifaceted in its structure and texts, requiring the exploration of modern approaches that align with its intellectual depth. Teachers need to seek these applications to effectively teach the Arabic language and achieve the goal of education. Hence, the importance of studying the definition of Arabic language pedagogy, as well as establishing connections between Arabic language and applied linguistics. It is crucial to benefit from the ongoing revolution in Arabic language sciences and apply these advancements to the teaching of the Arabic language. Therefore, the importance of the study lies in the following:

Identify the applied or functional branch of linguistics.

Discuss the concept of pedagogy.

Linking Arabic language pedagogy with modern studies.

Identifying applied linguistic methods in teaching the Arabic language.

Linking education with modern scientific theories that help in the process of developing methods of teaching the Arabic language.

## Research Objectives

This research aims to contribute new knowledge that enhances understanding of applied linguistics and its domains. It seeks to integrate the techniques of applied linguistics into the fields of Arabic language education in schools and the development of Arabic language teaching curricula. Therefore, the study may contribute to the following:

Explaining the importance of applied linguistics in teaching the Arabic language.

Getting to know the theories of applied linguistics, given what applied linguistics offers in the field of Arabic language pedagogy.

Identifying the principles upon which Arabic language pedagogy is based on linguistics.

Highlighting the relationship between applied linguistics and developing the capabilities of Arabic language teachers.

## PRIOR STUDIES

### First Study

Zubaida Keshroud, Mechanisms of Applied Linguistics in Arabic Language Education, Journal of the Arabic Language, Volume 24, Number: 3, 2021:

This study aims to monitor the problems related to teaching the Arabic language in schools and universities, as a mother language, and then identify weaknesses so that suitable measures can be adopted to monitor and address them automatically. This study relied on the linguistic approach, which is the functional linguistics approach, which considers the language in its basic virtue, which is communication.

The Researcher concluded that:" Arabic language pedagogy can benefit from other curricula with perseverance and innovation, which makes linguists a fundamental focus in developing educational theories, but it is a field in which there should be multiple axes: Psychological, social, neurological, pedagogical... provided that the linguistic axis is the strongest by virtue of belonging.

### Second Study

Arabic language pedagogy in light of applied linguistics; Issues and Research, Habib Bouzouada, Youssef Ould Al-Nabiya, Al-Rashad Library for Printing and Publishing, 2020:

The importance of this study is due to the fact that "this book seeks to address the most important issues faced by teaching the Arabic language, whether for native speakers or non-native speakers, from the perspective of applied linguistics." This is also considered a large study because it includes a group of the most prominent issues facing teaching the Arabic language, both among native speakers and non-native speakers, from the perspective of applied linguistics.

### Third Study

Applied Linguistics and its Impact on Teaching the Arabic Language, Arabic Language and Literature Book, Third Year of Secondary School, Department of Arts/Philosophy and Foreign Languages as a model. Master's thesis, prepared by: Busais Afaf, Bou Al-Amira Summaya, Algeria 2015:

This study relied on the descriptive analytical approach that is appropriate to the nature of the subject, which is teaching the Arabic language in light of applied linguistics. The study concluded with many results, including:

Applied linguistics is an investment in the theoretical knowledge of general linguistics.

Language teaching is not based on a single theory, but rather on the intervention of all theories (behavioral, cognitive, and mental), taking each side by side.

The education process takes place in an organized and deliberate manner by considering the appropriate means for each educational level, and determining the methods adopted in teaching.

Utilizing some of the results obtained by applied linguistics in the field of education through engaging students in collaborative work, known as project-based teaching.

### Fourth Study

Applied Linguistics and Language Education by Dr. Samia Al-Jabari, a research article in the Journal of Linguistic Practices, 2014. She talked about applied linguistics and language education in general and discussed the concept of didactics (educational) as well.

## Study Approach

The researcher followed the analytical approach, which is appropriate to the topic, by dealing with the terms of the study with explanation and analysis, such as the concept of pedagogy, the concept of applied linguistics, the concept of Arabic pedagogy, and other procedural terms that the study addresses through description and analysis.

## Study Outline:

The First Chapter: the concept of pedagogy, its elements, and objectives.

The Second Chapter: Applied linguistics and its concept.

The Third Chapter: Arabic language pedagogy.

The Fourth Chapter: Linguistic approaches in Arabic language pedagogy.

The Fifth Chapter: Conditions for teaching the Arabic language and Arabic language pedagogical methods and tools.

The First Topic - The Concept of Pedagogy:

Pedagogy is one of the branches of applied linguistics. It is an independent field concerned with the study of education in terms of educational content, teaching methods, and the approaches followed in the teaching process. It is also known as: The content of teaching in terms of selecting the necessary knowledge to be taught, understanding its nature, organizing it, and the learners' relationship with this knowledge through acquiring, constructing, and applying it ( )). Pedagogy is a linguistic branch which is based on its own principles, and many research efforts are made to establish and apply these principles in the domain of language education in general. Therefore, some have defined it as: "A pedagogical practice that aims to qualify the learner to acquire linguistic skills. It is considered an important field of applied linguistics, as it is the result of an interaction between linguistic theory with theories of general psychology and educational psychology, which made it gain scientific justifications to become a branch of linguistics.

## Elements of Pedagogy

The educational process is based on three main axes:

## The Teacher

There can be no educational process without a teacher, as he/she is "a living element capable of influencing and being influenced by the rest of the elements, and he has a leadership and directing role in the educational process... Therefore, the state of education and the educational situation can only be improved if the condition of the teacher is rectified in terms of religious commitment, ethics, knowledge, culture, technical and educational preparation, and personal development.

## The Learner

This is the second element of the educational process, which is essentially its goal. The educational and pedagogical process aims to create a generation that serves society. Learners differ in their abilities, preparedness, and learning aptitudes. Some achieve high levels of attainment by simply listening to theoretical explanations, while others may need the information to be reiterated and the process to be repeated several times. Some learners benefit from using diverse educational tools such as images, posters, maps, educational films, and other means that assist the learner.

## Educational Curriculum

The educational curriculum is one of the elements of the educational process. Its goal is to provide what the school deems appropriate and necessary for the students' level, needs, and abilities. Its importance lies in providing students with important knowledge and facts about various topics. The role of the teacher is to

simplify the academic material for the students. The educational curriculum must be characterized by several things. The most important of which are the following:

Focusing on mental and cognitive activity.

Being realistic and taking into account the logical sequence and age level.

### The Objectives of Pedagogy

Pedagogy is defined as "an applied science concerned with studying educational problems and ways to solve them, through scientific research." Applied linguistics is one of the branches of linguistics that is concerned with applying the principles of linguistics in practical fields, such as language teaching. In light of applied linguistics, the pedagogical goals sought in teaching the Arabic language can be determined. As follows:

### Developing Listening, Speaking, Reading, and Writing Skills

Listening, speaking, reading, and writing skills are basic language skills, and it is necessary to develop these skills in learners so that they can use the Arabic language effectively in various fields.

### Acquiring Linguistic Knowledge

Linguistic knowledge includes a set of concepts and rules that help the learner understand and use language correctly. The most important components of linguistic knowledge and morphological knowledge are: Knowledge of word structure, grammatical knowledge, knowledge of the relationships between words in a sentence, lexical knowledge (knowing the meanings of words in a sentence), semantic knowledge (knowing the meanings that sentences carry).

### Developing Higher Language Skills

Higher language skills include a set of skills that require the use of linguistic knowledge creatively and imaginatively. The most important higher language skills are: Critical thinking, problem solving, creative expression, and effective communication.

### Developing Linguistic Awareness

Linguistic awareness refers to the ability to recognize and understand the characteristics of language and how to use it. The most important components of linguistic awareness include: Awareness of the components of language (sounds, words, sentences), awareness of the relationships between the components of the language, and awareness of the functions of the language.

### Developing Social Values and Skills

The Arabic language can be used as a means of developing values and social skills among learners, such as: Respect for others, cooperation, teamwork, and peaceful problem solving.

In order to achieve these goals, teaching the Arabic language must rely on modern educational methods and methods that take into account the principles of applied linguistics. The most important of these methods and methods are:

### Discovery Based Learning

This method is based on motivating the learner to discover knowledge, by asking and answering questions, solving problems, and implementing projects.

### Collaborative Learning

This method relies on learners' participation in group work, by forming small groups to work together to achieve a common goal.

### Active Learning

This method relies on actively involving learners in the learning process, through the use of educational activities and practices that stimulate the learners' senses and thinking.

Self-learning: This method relies on the learner's ability to learn on his own, by providing appropriate learning resources to learners, such as books, websites, and educational programs.

Finally, it can be said that the Arabic language pedagogy in light of applied linguistics seeks to develop the learners' linguistic, intellectual, and social skills, through the use of modern educational methods and methods that take into account the principles of applied linguistics.

The Second Topic - Applied Linguistics, its Concept, and its Branches:

## The Concept of Applied Linguistics

It is a science aimed at researching aspects related to the language educational process and methods to enhance it at various educational levels. This has led some scholars to categorize it into two types: The first is related to the curriculum of native languages pedagogy, and the second is related to the curriculum of foreign languages pedagogy. Applied linguistics is a science with multiple scientific systems that invest its results in identifying language problems and providing solutions. It is currently focused on learning and teaching languages for both native and non-native speakers. From this, we conclude that applied linguistics is an interdisciplinary educational science where various fields converge, all striving to develop and elevate human language.( )).

## Development of Applied Linguistics

Applied linguistics is defined as "a branch of linguistics concerned with the application of linguistics principles to practical fields, such as language teaching, text translation, and discourse analysis." This branch of linguistics developed in the twentieth century, in light of the growing interest in studying natural languages and their application in various fields.

The beginnings of applied linguistics go back to the nineteenth century, when there was interest in applying linguistic principles to the field of language teaching. In 1880, the German linguist Helmut Bohl founded the first department of applied linguistics at the University of Leipzig. Since then, applied linguistics has begun to develop, and many new applied fields have emerged, such as text translation and discourse analysis.

Factors that contributed to the development of applied linguistics:

There are many factors that contributed to the development of applied linguistics, including scientific progress in the field of linguistics. Scientific progress in the field of linguistics has led to the development of new concepts and theories, which can be applied in practical fields. For example, the development of the theory of transformational grammar has led to the development of new methods for teaching language, such as discovery-based learning and the need for language in practical areas. The need for language has increased in practical fields, such as education, translation, and business. For example, globalization has increased the need for translation between different languages and the development of technology. The development of technology has contributed to the development of new methods and tools that can be applied in applied linguistics. For example, the development of systems Machine translation leads to the development of new methods for translating texts.

## Areas of Application of Applied Linguistics

## Applied Linguistics is Applied in Many Fields, Including:

Teaching languages: Applied linguistics is used to develop language teaching curricula and methods, by studying the characteristics of language and how it is learned. For example, applied linguistics can be used to determine the language skills that learners need, and develop educational curricula and methods that meet these needs.

### Translation of Texts

Applied linguistics is used to translate texts from one language to another, by studying the characteristics of languages and how they are translated. For example, applied linguistics can be used to identify linguistic terms and structures that require special attention when translated.

### Discourse Analysis

Applied linguistics is used in discourse analysis, by studying the components of discourse and how it is interpreted. For example, applied linguistics can be used to analyze the speeches of politicians or commercial advertisements.

### Natural Language Processing

Applied linguistics is used to develop natural language processing systems, by studying the properties of language and how to manipulate them automatically. For example, applied linguistics can be used to develop speech recognition or machine translation systems.

It is expected that applied linguistics will continue to develop in the future, in light of continued scientific and technological progress, and the increasing need for language in practical fields. For example, applied linguistics can be used to develop automated language learning systems that can learn from huge linguistic data.

### Branches of Educational Applied Linguistics

### Firstly - Stylistics

This type of applied linguistics is concerned with the way people use language to communicate with others, whether it is written or spoken communication. It is a science that "is concerned with studying and analyzing aspects of diversity and difference in people's use of a language, especially at the level of literary or artistic language, and studies the written language. The language of a poet-writer), the spoken language (the language of public speaking, and radio), and sometimes statistical methods are used to enumerate the formulas and vocabulary that distinguish one linguistic level from another."

### Secondly - Educational Linguistics

One of the most important areas of applied linguistics is the field of teaching languages, both native and non-native. Because "the contribution of theoretical linguistics to language teaching is represented in the question: What do we teach? However, this contribution is indirect, and some linguists seem to be unsure of the usefulness of linguistic theoretical conclusions in teaching languages, and at the forefront of these is Chomsky, who says: I frankly doubt the usefulness of these ideas and concepts in relation to language teaching and in the form in which they are presented in linguistics and psychology. It is difficult to believe that linguistics and psychology have reached a level of theoretical understanding that enables them to provide a technique in language teaching.

### Employing Applied Linguistics in Teaching the Arabic Language to Non-native Speakers:

Applied linguistics is a branch of linguistics that is concerned with applying linguistic knowledge to different areas of life, including language teaching. In the field of teaching Arabic to non-native speakers, applied linguistics plays a crucial role in establishing scientific foundations and principles for teaching Arabic to those who are not native speakers. This is achieved through studying the nature and characteristics of the Arabic language, understanding the differences between Arabic and the learner's native language, analyzing the difficulties of learning Arabic for non-native speakers, and developing methods for teaching Arabic to non-native speakers. Here are some ways in which applied linguistics can be employed in teaching Arabic to non-native speakers:

## Focusing on Learners' Needs

Applied linguistics depends on the needs of the learners, as curricula and teaching methods must be designed to suit the needs of the learners and their goals in learning the Arabic language. Therefore, applied linguistics can be used to identify learners' linguistic and cultural needs, by conducting field studies or questionnaires.

Applied Linguistics focuses on practical activities, to help learners acquire the Arabic language through practice and interaction. Therefore, applied linguistics can be used to develop various practical activities that help learners acquire the Arabic language, such as: Realistic activities, linguistic activities, and cultural activities.

## Diversity in Teaching Methods

Applied linguistics relies on a variety of teaching methods, in order to attract learners' attention and achieve learning objectives. Therefore, applied linguistics can be used to choose teaching methods appropriate to learners' needs and learning objectives, such as: Direct methods, indirect methods, and integrated methods.

## Integration of Linguistic Skills

Applied linguistics focuses on the integration of linguistic skills, in order to help learners acquire the Arabic language in a balanced manner. Therefore, applied linguistics can be used to design curricula and teaching methods that focus on the integration of the four language skills, such as: Listening, speaking, reading, and writing.

## Benefiting from Modern Technologies

Modern technology enables the provision of diverse and interactive educational opportunities for learners. Therefore, applied linguistics can be used to design modern educational applications and programs that help learners acquire the Arabic language, such as: Distance learning applications, virtual reality applications, and augmented reality applications.

In general, employing applied linguistics in teaching the Arabic language to non-native speakers contributes to achieving the following goals: helping learners acquire the Arabic language correctly and effectively, developing learners' skills in using the Arabic language in different life situations, encouraging learners to interact with the Arabic language and Arab culture.

The third chapter - Arabic language pedagogy:

The importance of learning the Arabic language:

The Arabic language is one of the most important languages in the world, as it is the language of the Holy Qur'an and the native language of many people in the Arab world and outside it. Therefore, learning the Arabic language is important for many reasons, including:

## Preserving Arab Identity

The Arabic language plays an important role in preserving Arab identity, as it is the language that expresses Arab culture and Arab heritage. Therefore, learning the Arabic language is essential for preserving Arab identity and Arab heritage.

## Effective Communication

Arabic is the language of communication among millions of people in the Arab world, so learning it is essential for effective communication with others. Therefore, learning the Arabic language is essential for success in professional and personal life.

## Obtaining an Education

The Arabic language is used for teaching in schools and universities in the Arab world, so learning it is essential for obtaining an education. Therefore, learning the Arabic language is essential to achieving one's ambitions in life.

## Career Advancement

Arabic is an important language in many professional fields, such as business, politics, and journalism. Therefore, learning the Arabic language is essential for success in these fields.

## Understanding Arab Culture:

The Arabic language is an important tool for understanding Arab culture, as it is the language that expresses Arab values, beliefs, and ideas. Therefore, learning the Arabic language is essential to understanding and appreciating Arab culture.

## Challenges of Learning Arabic

The Arabic language faces many challenges, including the challenges of learning it. Following are some of these challenges: Multiple dialects: Arabic dialects are diverse in the Arab world, which poses a challenge to learning Arabic for learners of different dialects. For example, a learner who speaks the Egyptian dialect may find it difficult to understand a learner who speaks the Gulf dialect. Difficulty learning grammatical and morphological rules, as grammatical and morphological rules are considered one of the most difficult parts of the Arabic language, which poses a challenge to learners. For example, the Arabic language is characterized by a system of short and long vowels, which poses a challenge to non-Arabic speaking learners. Lack of educational resources: Arab countries suffer from a lack of educational resources necessary to teach the Arabic language, which poses a challenge to those responsible for teaching the Arabic language. For example, the learner may find it difficult to find suitable books and educational programs for them. Cultural differences: Learners from other cultures may have difficulty understanding Arabic culture, which may affect their learning of the Arabic language. For example, a Western learner may find it difficult to understand some Arab cultural concepts, such as the concept of honor. The time and effort required, as learning the Arabic language requires a great deal of time and effort, which may pose a challenge for learners who do not have sufficient time or effort.

In addition to the aforementioned challenges, the teaching of the Arabic language faces many difficulties due to a campaign of undermining and distorted translations in recent years. Some Arab countries have attempted to use the language in education entirely in an effort to resist the dominance of foreign languages over the Arabic language. Therefore, the issue of Arabic language education is a crucial national matter that must be addressed through linguistic research at two levels:

Firstly- The theoretical frameworks should be formulated linguistically through which linguistic issues can be identified and understood.

Secondly- Linguistic procedures enable progress in language education.

Therefore, teaching a language must be based on a basic foundation with codified curricula, through which we seek to know how the principles of a language work so that we can employ whatever of those curricula that will serve us in teaching and learning the language. Therefore, we must benefit from all experiences. Scientific studies conducted in this context.

## Linguistic Branches of Arabic Language Pedagogy

There are many branches in linguistics that can be utilized in Arabic language pedagogy. These include:

## Firstly: Language Teaching and Planning

Linguistic planning falls within the context of linguistic policy, and Hogan defines linguistic planning as: "All language standardization activities carried out by linguistic academies and various language development committees, which are all forms of activities generally known as language development, and all proposals related to language reform and standardization."Robin Greenwood also defines it as: "Linguistic planning is

an intentional change in language, involving alterations in its structure, sounds, functions, or both, as suggested by organizations established for this purpose. Linguistic planning revolves around finding solutions to linguistic problems. It involves formulating and evaluating alternatives to address language issues, providing the best possible and most effective choices."

Planning is conducted based on the type of stage and grade, but to ensure an adequate communicative proficiency, the planning of Arabic language education must encompass branches and levels, including:

## Grammar

The importance of which was expressed by Dr. Abdul Salam Al-Masadi, who said: "We claim that any theory in teaching the Arabic language, whether for native or non-native speakers, will remain unproductive unless it stems from a structural theory that takes the sentence as its starting point and destination for investigation.

## Dictation

It is the way of correct writing and it expresses the power of thinking and linguistic competence.

Rhetoric- Knowing its branches: figures of speech, word order and embellishments.

## Phonology

Includes letter exits and phonetic manifestations.

## Secondly: Methods of Language Teaching and Research Design

The teaching method is known as: "A set of steps and procedures taken by the teacher to help the learner achieve educational goals." Teaching methods vary depending on the learning objectives, the characteristics of the learners, and the nature of the educational material.

Linguistics divides teaching methods into several types that align with the goal of their development to assist the teacher in achieving the objective of each linguistic lesson. Examples include:

The lecturing method: which was predominant in education in the past, involves instruction through memorization and recitation. Linguistics has added the activation and dialogue method, which involves placing the student in a position that stimulates their motivation to engage in an activity where they gain the maximum possible experiences and skills that suit their level of maturity. The discovery method: It is a way to motivate the learner to discover knowledge on their own, by asking and answering questions, solving problems, and implementing projects. The cooperative learning method: It is a way for learners to participate in group work, by forming small groups to work together to achieve a common goal. The standard-based learning method: It is a method of setting standards for learning, and then measuring the extent to which learners achieve these standards.

## Thirdly: Educational Linguistics

It is a science that deals with the methods that help in teaching and learning the native language or a foreign language. It is relied upon in preparing educational plans and programs that qualify both the teacher and the learner. It also focuses on the tools and teaching methods that enhance the educational process. Hence, it answers two questions: What do we learn? How do we learn?

## Designing Research in Arabic Language Teaching Methods

Research in language teaching methods can be designed according to different types of research, such as descriptive research, experimental research, and developmental research.

Descriptive research is concerned with describing various educational phenomena, such as the effectiveness of a particular teaching method, or the characteristics of learners at a particular stage. Examples of descriptive research in language teaching methods include research that aims to describe the effectiveness of the discovery method in teaching grammatical rules, and research that aims to describe the characteristics of learners in the primary education stage.

Experimental research is concerned with testing specific hypotheses about the effectiveness of a particular teaching method. Examples of experimental research in language teaching methods include a study aimed at testing the hypothesis that the activation and dialogue method is more effective than the lecturing method in teaching reading. Another study aims to test the hypothesis that using technology in language teaching is more effective than not using it.

Developmental research is concerned with developing new teaching methods or improving existing teaching methods. Examples of developmental research in language teaching methods include a study aimed at developing a new method for teaching grammar rules and another study aimed at improving the reading teaching method for students with special needs.

## Principles of Arabic Language Pedagogy Through Linguistics

The Arabic language pedagogy relies on several principles that are adhered to in setting educational objectives. These include:

Principle 1: Prioritizing spoken language over written language based on the linguistic principle of distinguishing between two different systems: the system of written language and the system of spoken language.

Principle 2: It is based on the role of language in the communicative process when individuals use it for communication. So, it is necessary to learn linguistic skills to facilitate integration within the community because: "The language lesson is not successful unless there is a heightened need required by the communicative process within the linguistic community. Language, in both its verbal and non-verbal forms, is a means of social, intellectual, and cultural communication. In its various forms, it represents the rich record of human culture and serves as a tool for humans to develop their thoughts. Through language, social interaction and mingling with others occur, enriching the individual with experiences."( )).

Principle 3: Speech performance is formed in the mind, so some consider the educational process a mental performance of speech. All aspects of the speaker's body are intertwined to achieve actual practice, because what the speaker uses with the movement of his body and language, i.e., inherited speech, is part of the total human mind, and this is what is confirmed by all linguistic scholars and psychologists interested in the linguistic phenomenon.

Principle 4: Understanding and comprehending the material are closely related to the educational presentation methods and the manner of presentation. Linguistics is extremely concerned with this because the presentation method plays a significant role in developing students' linguistic competence. It must align with this goal by promoting the pedagogical process and enhancing language teaching methods for both native and non-native speakers.

Principle 5: The principle of the educational contract to achieve interaction between the teacher and the learner: "With pedagogy, this relationship will become one of the foundations of the educational process, and one of the most important educational situations that will be taken care of. This relationship is linked to what is called the educational contract, which becomes an educational concept. In its general meaning, the educational contract attempts to describe the conscious or unconscious interactions between the teacher and the learner with Knowledge desired by education.

Principle 6: (Linguistic Policy): Educational policies emphasize the activation of educational linguistic planning by diversifying educational content and aligning it with the linguistic context. They clarify the nature of grammar, spelling, and presentations. Educational linguistics then develops appropriate plans to create communicative competence and equip students with tools of expression and creation, whether through vocabulary, voice, style, or other means.

The linguistic approach is applied in the Arabic language pedagogy through two levels

## The Objective Level

It represents a serious attempt to redescribe the Arabic language structurally, according to the levels of linguistic analysis: Phonetic, grammatical, semantic, and stylistic, with a precise and scientific adjustment according to modern analytical methods. Arabic linguistic studies are still under the influence of traditional studies, and their rules are still governed by the principles of the early scholars. "Once this is done, the structure of the Arabic language becomes tailored to the needs of usage, and its rules, at the levels of linguistic analysis, become structured and precisely calculated.

## The Functional Level:

Or the Applied Level, which distinguishes between the aspects of communication in the communicative process and its functional achievements, such as reading, writing, and others.

Linguistic approaches in teaching the Arabic language

There are several well-known approaches to language teaching methods, including: The structural approach, the inductive approach, and the deductive approach, which are as follows:

## The Structural Approach

Language is viewed as acquired behavior, similar to any other behavior acquired by humans. Therefore, it adopts a theory that calls for studying language as a system with its own structure and existence, because structuralism: Plays a crucial role in eliciting linguistic norms from learners, as it stems from the principle of empowering the learner to use language intensively and solidify linguistic behaviors. Training exercises aimed at imparting the learner with the skill of intensive and continuous training methods have been adopted to reinforce and apply the structure in various forms.

## The Principles of the Structural Approach

Teaching the language and acquiring habits that can be strengthened through training and reinforcement.

The language system is integrated and expresses the thoughts of its speakers.

The scientific research methods can be applied in the field of biological sciences.

## Inductive Approach

It is an approach based on rationalism: "In the ancient Arab sense, it relies on observation, extrapolation, examining events, and classifying them to derive laws.

## Deductive Approach

It is based on the rational tendency, by linking presentation, results, and examples. It depends on the measurement through which: "The movement of thought from general facts to partial facts, from the whole to the part, and from principles to results. It is one of the general methods of thinking that the mind follows in reaching from the known to the unknown.

Chapter Five - Methods and tools for teaching the Arabic language:

Examples of applications of educational technology in teaching the Arabic language include:

## Educational Games

Educational games are considered innovative and effective teaching methods in teaching the Arabic language. They can be used in various areas, such as learning basic language skills and using educational games to learn these skills, including reading, writing, speaking, listening, vocabulary, and linguistic structures. Educational games can make learning more enjoyable, engaging, and stimulate self-learning. They encourage learners to make learning more challenging and exciting. Examples of Arabic language educational games include the Vocabulary Memory Game, a game that relies on matching an image with a word. Crossword puzzles are a game that relies on solving linguistic puzzles, and the Word Quiz competition is a game that relies on learners competing to identify words.

## Visual and Audio Resources

Visual and Auditory Resources are considered innovative and effective teaching methods in teaching Arabic, where they can be used in various fields. They can attract the attention of learners by making learning more dynamic and engaging. They can clarify linguistic concepts by presenting them in a lively and interactive way. They can enrich the learning of the Arabic language by providing learners with the latest information and experiences.

Examples of visual and auditory resources in teaching Arabic include photographs, which can be used to illustrate linguistic concepts or enrich the learning of the Arabic language. Videos can also be used to clarify linguistic concepts, enrich Arabic language learning, or stimulate self-learning. Additionally, music can be utilized to stimulate self-learning or enhance the learning of the Arabic language.

## Conditions for Teaching the Arabic Language

Under applied linguistics, the conditions for learning Arabic can be defined as follows:

### Linguistic Conditions

Linguistic conditions are among the most important conditions that affect learning Arabic as a second language, as the learner must be aware of the nature of the Arabic language and its characteristics and know the differences between the Arabic language and the learner's native language. They must also be able to understand grammar and spelling rules, acquire new vocabulary, and express thoughts and feelings in Arabic.

### Social and Psychological Conditions

Social and psychological conditions also affect learning Arabic as a second language, as the learner must have motivation and desire to learn Arabic and be self-confident and have self-esteem. They must also be able to adapt to the new linguistic environment and bear the difficulties of learning the language.

### Educational Conditions

Providing suitable educational curricula and advanced teaching resources, having qualified and trained teachers equipped with the latest methods for teaching Arabic as a second language, and offering opportunities for practice and interaction with the Arabic language are all factors that impact learning Arabic as a second language.

In general, learning Arabic as a second language requires effort and commitment from the learner, and it also requires providing an appropriate educational environment that meets the needs of the learners.

## CONCLUSION

Through this study, the researcher addressed the concept of Arabic language pedagogy using the branch of applied linguistics. The analytical approach was employed to explore procedural concepts related to Arabic language pedagogy. The study was divided into five chapters in which the concept of applied linguistics and its relationship with Arabic language pedagogy were presented. The researcher reached several results and recommendations through this research, including:

### Firstly - The Results

Applied linguistics is an expansive field that encompasses various theoretical frameworks, drawing from general linguistics, education, psychology, and other related disciplines. It involves the integration and interaction of these disciplines to contribute to the general framework of applied linguistics.

Indeed, determining a precise preference for a teaching method in Arabic language instruction is challenging. Each method has its own strengths and weaknesses. However, it can be said that theoretical foundations alone cannot guarantee desired outcomes in teaching the subject. The primary goal for educators is to achieve understanding, regardless of the chosen method, as the effectiveness of teaching is contingent on the teacher's ability to convey the material.

The theoretical methods reveal their shortcomings within the teaching environment.

The educational curricula for teaching Arabic in the educational stage need a redefinition of goals by incorporating educational linguistics into their framework.

Applied linguistics enables the teacher to set realistic learning objectives.

## Secondly: The Most Important Recommendations

Based on the above, the researcher recommends the following:

The pursuit of benefiting from lexicography due to its vast wealth of vocabulary compiled by Arab scholars.

Setting goals for the development of linguistic patterns and curriculum content to meet the communication needs of native or non-native language learners and what they require to communicate with the community.

The pursuit of incorporating cultural and civilizational content into the Arabic language.

Integration of modern teaching methods within the objectives of the educational process.

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