# The Separation between Educational Grammar and Theoretical Scientific Grammar in Education

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**Abstract**

*The study aims to reveal the effect of the overlap between scientific theoretical grammar and educational grammar on teaching the Arabic language, and the effect of sentence-based education represented by the grammatical witness amputated from its context, and the abstract and anthropomorphic examples of the integrated living text, and the effect of the linguistic term on that in terms of the large quantity transmitted in the school curricula, a number of terms were mentioned to denote one concept sometimes, and the same term branched into denoting more than one concept at other times, what constitutes a synonym and a common verbal in the term, stands an obstacle in the way of teaching Arabic, in addition to the obstacles resulting from the overlap between scientific theoretical grammar and educational grammar, and sentence-based education.*

**Key words:** Term, Grammar, Sentence, Teaching

## *Introduction*

Teaching languages aims to understand the language when it is heard, to understand it when it is seen in writing, to understand it to others through speech, and to understand it to them through writing, and to achieve these goals, a number of courses are taught: phonemic, morphological, grammatical, writing, semantic, and rhetoric[1], to achieve these goals, it is assumed that the interest in the rules of practical application interest, or what may be called the functional rules, overcoming all other terms, concepts, and purely theoretical controversial issues that do not add anything to the achievement of the four basic skills.

That is why Al-Jahiz was one of the first to warn of an interest in grammar of practical application in teaching Arabic grammar by saying: As for grammar, do not occupy the boy's heart from it except to the extent that it leads to safety from obscene melody, what is more than that, it is preoccupied with what is more important to it .... and difficult grammar does not take place in transactions and nothing is compelled to it[2], many scholars and imams of grammar responded to his call, and they were summaries and abbreviations for scholars, and among those who wrote a short book on this is Al-Zujaji (327 )[3] in his book (The sentences in Grammar), the book was characterized by a clear style, and gained a great success, Abu Jaafar al-Nahhas (338 AH) composed a book called (The Apple)[4] in it he provided grammar material for young people in a very short and concise manner, and the Arab Library is rich in this type of books classified in Arabic grammar, however, this approach to teaching grammar was not popular with most of those who are engaged in grammar lesson and teaching, so the interest in grammar overwhelmed the interest in teaching it, and there was no clear method or will among the majority of grammarians calling for a differentiation between grammar science and its teaching, and responding to the call made by Al-Jahiz Early.

## *Methodology and objectives of the study*

The study seeks to uncover the role of grammatical terms, and the effect of mixing theoretical grammar and educational grammar in teaching the Arabic language, by limiting it to the grammatical witness truncated from the context of the integrated text, and the abstract example, which we can call towards the sentence, and the amount of the term spread in the school curriculum, the terminology overlaps in connotation, by launching the same term on more than one concept.

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[1] Abdo, Daoud: Towards Teaching Arabic Language Functionally: 42.
[2] Ibn Al-Nadim, Muhammad Ibn Ishaq: Al-Fihrist,: 76.
[3] Same source: 80.
[4] Same source: 87

The study followed the descriptive approach, relying on analysis and interpretation as an essential tool for analyzing the issues that will be addressed in it and within its limits. The methodology of the study has been determined in light of the nature of its subject matter, and the objectives that it aspires to achieve in conducting it.

### Theoretical and didactic grammar

The theoretical grammar in ancient grammar books constitutes the scientific material for Arabic grammar, with all its different opinions and linguistic phenomena, and for multiple and different dialects, from this huge and extensive material the rules required for the second type of grammar are extracted, which is the educational grammar that seeks to correct the tongue through the useful grammatical rules extracted from theoretical grammar according to linguistic, psychological and educational foundations, presented in the light of applied linguistics[5] who is concerned with the functional aspect because functional grammar searches for the juxtaposition of words with each other in order to perform the grammatical and semantic meaning together, in a specific letter (sentence)[6], it is not limited to the structural or grammatical functions that the words in the sentence perform, such as: subject and object; Because the synthetic functions interact with other functions: semantic, communicative, and contextual, so that the structural characteristics of linguistic expressions are linked to communicative informational purposes that use those phrases as a means to achieve them[7].

Functional grammar provides a comprehensive conception of the grammatical lesson based on two models that are not mutually exclusive, neither of them is mutually exclusive: a model towards the sentence, and a model towards the text, in light of a clear scientific theory.

### The limitation of education in a sentence

This type of grammar instruction takes the sentence as a major unit for grammatical analysis, and then stands as a basic grammatical component of analysis without addressing what is behind it or the determinants of the context surrounding it[8], however, this alone is not sufficient to achieve the meaning and the linguistic description, for the verdict in full meaning is semantic for a sentence that cannot be separated from the preceding it without causing confusion or some imbalance in the meaning, the teaching process is successful if the scientific material is empty of everything that could prevent the learner from interpretation, which is what the learner seeks to achieve, and the structural obstacles are due to what results from three processes in the subject of analysis: deletion, addition, and transfer[9].

There is no doubt that deletion is a prominent feature in the Arabic language, but that is acceptable as long as it is in the orbit of security of confusion, far from ambiguity and obscurity, but if it is otherwise, then it becomes an obstacle to the path of a proper understanding of speech, and it becomes more problematic and confusing if it falls into studies programs; because the scientific material at that time becomes in the focus of interpretation, which is far from the proper understanding of the significance of the text, and we will give an example of that frequent grammatical evidence in the grammar books, which is the saying of Munther bin Dirham Al-Kalbi.
He said:
*Hanan, what brought you here?          A parentage? or, you are you knowledgeable in the neighborhood?*

Because deleting the two verses: the preceding and the following - as it is in the old grammar books - creates confusion that leads to an incorrect interpretation of the text, as it may be thought that (Hanan) here is a feminine science, because there is no denominator or essay indicating otherwise.

But if we go from a circle towards the sentence to a space towards the text by mentioning the two verses: the previous and the following for this witness, then the confusion disappears, and the semantic understanding is easily and conveniently completed, which is that (Hanan) here is not a science of the feminine that occupies the position of the subjective of the verb (she said), but rather a report of a deleted initiate, the concealed pronoun in (she said) referring to "Omaima," whose name was mentioned in the previous verse of the witness, is what occupies the position of agency, and in this case the possible confusion resulting from confining to one verse that constitutes a subject of martyrdom for the grammarians to omit the subject.

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[5] Eisai, Abdul Majeed, Arabic Grammar between Authenticity and Renewal, Dar Ibn Hazm Beirut, Lebanon, First Edition, 2008: 79

[6] Khadri, Nuri, Al-Sakaky's Grammatical Views in his book: The Key to Science (A Study in the Light of the Career Curriculum) Master Thesis, Al-Hajj Al-Khudair University, 2008, 2009 AD: 10

[7] Al-Mutawakel, Ahmed, From the Conjunctive Structure to Componentism (The Active Function in the Arabic Language), House of Culture, Casablanca, Morocco, (1407 AH, 1987), first edition: 5

[8] Ibn Sassi, Muhammad Mahmoud, the modern Arabic grammatical term in light of the science of the term, PhD Thesis, Qasidi Merbah University, 2014-2015 AD: 232

[9] Ibn Hisham, Abdullah bin Yusuf, explained the paths to the millennium Ibn Malik, Part 1: 217.

Let us see how we can exclude the misinterpretation of the evidence when we mention the grammatical witness within its natural context in the text, by mentioning the other two statements that the grammarians did not mention in order to clarify the linguistic issue in question referred to by the grammarians[10].

> *And the newest of my era of the Umaimah is a gaze*
> *on the side of the highest, as I stand*
> *She said: Hanan ! You did not come here!*
> *A kinship, or are you in the neighborhood, you know*
> *I said: I am in need and a admit,*
> *so, the hostile dilemma joined us.*

The teaching adopted in the manner of a sentence that is confined to the position of the witness cut off from its context, or an example abstracted from the context of the text, may lead to such semantic confusion, and to avoid this, the grammatical lesson must rise in the manner of the text side by side with the grammar of the sentence, because the text is capable of addressing the grammatical relationships beyond the sentence, describing the stylistic properties that achieve the structural continuity of the text, and revealing the interconnected relationships between the components of the text in its formal rules that he created in a way that leads to the consistency of its elements: the word, the sentence, then the entire text , In a functional integration that leads to the intended meaning[11].

### *The linguistic term in the school curriculum*

The topics of grammar and morphology, and their different chapters, are crowded with many precise scientific terms, the conditions necessary for them, and the conditions in which they are persecuted, and the ones in which they are abnormal, and related cognitive implications, and we may find that the same term is used in more than one concept: The term "incomplete" is used to refer to the verb that is not sufficiently raised in the chapter on Kan and her sisters, and to the other subjunctive verb. Other times we find more than one term indicating one meaning: and the derivative in one sense, and some educational studies indicate that one of the most prominent problems that still face the learner is the interlocking between the concepts of the term, which leads to the difficulty of distinguishing between semantic interference and verbal participation[12].

In addition to this problem in the term, we find another problem resulting from the large amount of these terms spread in the academic curricula. The grammatical terms in the Arabic language courses for students of the two years: the fourth and the fifth, from elementary education in the state of Algeria "65" reached sixty-five terms according to the study Conducted by the finest Hajeji[13] to find out the extent to which pupils respond to the grammatical terms prescribed to them through a questionnaire distributed to primary school teachers who teach the fourth and fifth year levels in Ouargla in Algeria, whose number is "30" teachers[14].

The study concluded that pupils who understand the grammatical term well do not exceed 33% of the total number of pupils, which is a weak percentage that reflects the reality of Arabic language education and its outputs in the entire Arab world, and 70% of the teachers who were studied see that the difficulty that the learner receives is due to the term[15], this is due to the similarity in some terms, which leads the learner to apply the rules to different examples without understanding the grammatical term[16], because of the large number of these terms, and the mixing of learners between them, and the lack of time devoted to teaching them[17], perhaps the teachers 'views are an indication of the flaw, given their close association with the curricula directed at students; and because teachers are the most noticeable to students' benefit and comprehension[18]. One of the priorities of the science of terminology is to work on unifying the multiple terminology of a single concept, and to reach the unified functional terminology, because the term has a prominent role in the economy of the language in order to achieve ease and ease in comprehension, and to reach the classical language to the level of full expression of civilization and the sciences of the age this leads us to separate the theoretical scientific grammar from the didactic grammar in language education[19].

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[10] Same source, Part 1: 217.

[11] Ibn Sassi, Muhammad Mahmoud, the modern Arabic grammatical term in light of the science of the term: 233

[12] Al-Hadidi, Enas Kamal, Grammatical Terminology in the Syntactic Heritage in Light of Modern Idioms, Dar Al-Wafa for the World of Printing and Publishing, Alexandria, First Edition: 54

[13] Hajayji, Khaira, the grammatical term in Arabic language curricula, the second phase of primary education, master's thesis, Qasdi Mirbah University, Ouargla, Algeria (1436-1437 AH / 2015-2016 AD): 29

[14] Same source: 26

[15] Previous source: 38

[16] Previous source: 42-43

[17] Previous source: 43, 41

[18] Previous source: 26

[19] Hegazy, Mahmoud Fahmy, Linguistic Foundations of Terminology, Dar Gharib for Printing, Publishing and Distribution: 24-27

### *The accent case and the diacritical mark*

It is imperative to differentiate between the accusative case and the inflectional sign, between the superscript and the accusative, the accusative, and the ablative, because the inflectional case does not always materialize in a specific type of the expected syntactic signs; because the diacritical marks are vowel marks and so on, and because they may not materialize at all, as is the case in the so-called short name[20], especially since the movement itself comes as syntax and a building sign, and the style itself may be built in places and expressed in other places; The singular caller, for example, in some places is based on Damma, and the function requires that it be erected and a sign that is placed by the fatha. If the component itself has two expressions: a syntax by virtue of the function and a syntax by virtue of the structure, then the second syntax prevails that blocks the first [21] in the calling, the sign of the structure that is supported by the science of the caller, or its being an intentional denial of the expression of the accusative required by the function called, should be emphasized, and here it is necessary to focus on the places where the singular caller is placed by a function slot, namely: the additive, the analogous additive, the unintended negation, and other places that are in it, it is based on a structural inclusion, namely: the calling of knowledge, and the intended denial.

And the same saying is repeated in the present tense; it is classified from Al-Maarabat on the condition that it is safe from the female, and from the direct affirmation[22], it is "marfou' " if it is stripped of the accusative and the assertive, and it is erected if one of the accusative instruments entered it, and it is verbatim if one of the assertive tools entered it.

The present tense is based on the fath if connected to it, the affirmation noon, when it is assigned to the masculine singular[23], but he has two expressions: a functional and a structural expression, because the structural expression that blocks the functional syntax must prevail, such as: (the student will not write his lesson), so here is the verb expressed to enter (not) on it? Or is it based on its connection to the affirmation noun? Is the hatch a building sign? Or is it a parsing mark? Or is the verb itself, and in the same sentence, expressed and based at the same time, then it is based on the fatha in the accusative [24]?

Perhaps the emphasis is on the fact that if the present tense verb is mentioned by a syntactic factor (accusative or assertive) and a constructive factor (when it is attributed to the noun of the women or the accusative noun), then the constructive factor prevails over the expression factor. It is based on the conquest if it is related to Nun with an affirmation directly when it is attributed to the masculine al-Khattab.

The same saying is repeated in many subjects, including the present tense verb is true to the other in the case of his assertion, such issues, if they were followed in grammar chapters and presented in the curricula in a simple functional way, would enable students to acquire a good eloquent linguistic wealth that would enable them to practice the language in their speech, which is what language education aims to fundamentally. In this way, we draw closer in opinion to the authors of renewal and facilitation who called for the cancellation of the two expressions: discretionary and local in this section, because of the hardship in them due to appreciation and interpretation without benefit in the functional or practical side, as well as the case in other structures, the syntax of sentences, interrogative names, and the names of the condition[25].

### *Conclusion*

And yet, I hope that I have revealed in this study the most prominent obstacles that stand in the way of teaching Arabic grammar as a functional education that could one day lead to the transition of the Arabic language from the theoretical to the practical application side. So the language that students learn in the classroom becomes the same language that they practice at home and on the street, and in all affairs of life, and to this end, the study recommends the following:

1. The necessity of separating between scientific theory and educational grammar in curricula and academic courses.
2. Curricula should be prepared in such a way that the grammatical terms do not appear intertwined and overlapping; as one term indicates more than one concept, and one concept has more than one term.
3. That grammar is taught in terms of text rather than sentence, with emphasis on eloquent evidence in their textual contexts, especially those texts that deal with topics in daily life.

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[20] Al-Mutawakel, Ahmed, Career in Arabic Linguistic Thought, Origins and Extension, Dar Al-Aman, Rabat, Morocco: 98

[21] Same previous source: 99

[22] Al-Azhari, Khalid bin Abdullah Sharh Al-Tashah on Clarification, Part 1: 56.

[23] Al-Simeari, Abdullah bin Ali: Al-Tabasrah and Al-Tadhkira, Part 1: 425.

[24] Al-Ghalayini, Mustafa: Jami` al-Lessar al-Arabiyya, Part 2: 170.

[25] Al-Azzawi: In the movement to renew grammar and facilitate it in the modern era: 86, 91, 159, 160

4.  Reconsidering the grammatical and morphological terminology presented in the academic courses so that they are suitable for learners' abilities in terms of quantity and content.

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