

# THE PROJECT OF DOCTOR ABDAH AL-RAJIHI IN FACILITATING AND TEACHING ARABIC GRAMMAR: AN ANALYTICAL STUDY

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**ABSTRACT---** *There were several and many attempts by modern scholars to renew the grammatical consideration, which were known as the efforts of grammar facilitation. Admitting the efforts of their owners and acknowledging their favor, however, these efforts were not conscious to present a comprehensive alternative to the inherited grammatical model "induction to Arab speech." This is due to a weakening of interest in the statement of grammar theory; in addition, to the confusion between the principals of the grammar endoscopy and what it requires as the requirements of the grammar lesson and its teaching. Renewal requires grammatical diligence will be as introduction to facilitation and the separation between the theory and the practice is paved for it and this is what we stood on at the late Professor doctor Abdah Al- Rajihi, in his kind attempts to facilitate the Arabic grammar, without calling it with "facilitated" in his discipline with theory of grammar and his respect for its early pioneers and away of theorizing, rather, it is starting from the text, in preparation for facilitation. "The putting of the modern researcher's fingers in his ears in front of the achievements of contemporary humanities is considered as an explicit violation of the old heritage movement itself, and it would be a betrayal of the trustworthiness of it to keep it strong and able to work..... therefore, the building – and because of it is building- urgently in need of re- care. " (عز)*

**Key words--** *doctor abdah al- rajihi in facilitating and teaching arabic grammar: an analytical study*

## I. INTRODUCTION

Doctor Abdah Ali Ibraheem Al- Rajihi who born in the city of Mansoura (1937- 2010) in the Republic of Arabic Egypt, he is a professor of linguistics and a member of the Arabic Language Academy in Cairo. He obtained the Bachelor's degree in Arts from the University of Alexandria in 1959 AD and in the administrative field he held the position of Head of the Arabic Language, Faculty of Arts Alexandria, then an agent for postgraduate studies and a director of the Centre for Teaching Arabic to the speakers of the other languages. Moreover, a director of the Institute of Linguistic Studies and Translation within the University of Alexandria, he was also chosen the dean of the Faculty of Arts/ University of Arabic Beirut, as well as, the Head of the Department for the Qualification of Arabic Language Teachers for speakers of other languages. Doctor Ali Sami Al- Nashar, Al- Rajihi participated in several scientific conferences and seminars that address the language issues and the education affairs and he obtained lots of rewards like State Appreciation Award.

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His linguistic works:

- The Arabic grammar and the modern lesson a research in the curriculum.
- The Arabic grammar and Aristotle.
- A lesson in grammatical doctrines.
- A lesson in explaining the millennium.
- Philology in the Arabic books.
- The contemporary linguistic theories and its position from Arabic.
- Dialects in Qur'anic readings.
- Grammar application.
- Morphological application.
- Applied linguistics and teaching Arabic.
- The principals of language learning and teaching (Translating jointly).
- The problem of learning grammar for non- Arabic speakers.
- The children's talk.
- The language and social sciences.
- Style science and compatibility.

Al- Rajihi recorded several lectures the most famous ones are (the grammatical councils), (the morphological councils), (the parsing councils). He paid attention significantly to the affair of teaching Arabic whether for Arabic speakers or non- Arabic speakers, benefiting in this field from scientific methods, especially, the results of studies and experiences in the West. Moreover, Al- Rajihi established an independent centre at Alexandria University, and he administrated it successfully depending on applied linguistics (the science that he used to wrote and translate in it). He was described as (the owner of the Arabic linguistic school that had significant curriculums with clear origins, and he combined between the old in his authenticity and the modern in his seriousness and originality). <sup>(2)</sup>

Additionally, he concentrated on the authenticity of the linguistic curriculum and its safety among the ancestors, such as, Al- Farahidi and Sibawi. Al- Rajihi was affected with Ibin Jinni and used to say: my Sheikh Ibin Jinni said such and such, and Al- Rajihi had well known with his interest in the Holy Qur'an reading and studying, <sup>(3)</sup> at the same time he studied the linguistic thoughts among the modern West scientists for instance (Hemewealth), the German; (Chomsky) the American; and (De Saussure) and others. He took from them what is suitable and beneficial, as well as, he reported the experiences in teaching the language among European people. Thus, he distinguished himself from many of his linguistic peers by his openness to foreign languages and in his communication with foreigners and orientalis. The educational personality of Al- Rajihi particularized with scientific encyclopedic and originality with openness to others and discussed the major issues and teamwork, as well as, appreciation and encouragement of students. <sup>(4)</sup> Al- Rajihi has dropped the great collective efforts in collecting and analyzing English material on the reality of our Arabic language. He asked our linguistic groups and our Arabic universities to provide trainers to produce the required Arabic lexicology. <sup>(5)</sup>

Finally, The linguistic treatments of Abdah Al- Rajihi, especially, in the field of teaching the Arabic language, it is worth studying, researching, and benefiting from it on the educational level in our schools and universities which

are suffering from the crisis of teaching Arabic, especially, its grammar and this is what will be explained in the current research.

## II. TEACHING ARABIC: PROBLEMATIC AND REALITY

Arabic has lived for centuries as the mother tongue in the Arabic countries. Teaching has continued in them whether in the old or modern schools, except the cases on which some countries were submitted to colonization, such as, Algeria on which the French colonizer imposed its language on administration and education. However, if the most Arabic countries which were colonizing returned to teaching in their original language by translation into Arabic projects, but teaching the Arabic language remained suffering in these countries from conductive crisis which was not particular in environment without the other, but was a comprehensive phenomenon- as Doctor Abdah Al- Rajihi said who was rejected what some are promoting that the Arabic Language is the main reason behind what is mentioned above. Additionally, he considered this point of view as a fallacy (Arabic is a natural language just like any natural language and the matter is where we are is a matter of (teaching) and it is not a matter of the language itself.)<sup>(6)</sup>

It is also the claim that the Arabic language is not a natural language for its countrymen due to the presence of different dialects that inhibit the presence of an (ideal listener) which Chomsky stipulated in the natural language, Al- Rajihi replied by saying: Like other international languages, Arabic has its eloquent style, even you (if you applied the principal of Chomsky on the speaker and the ideal listener in a homogenous society you will find it also in Standard Arabic, and if you went to the mosque on Friday you would see the orator sermonized by using the Standard Arabic, and you would see quite a few of illiterate worshipers who can neither read nor write, but they can understand the speech (sermon) and they do not need to (translator) to translate it to their dialect (natural dialect), instead, they received it naturally and responded to it with (natural) response. So, we will find most of those who asked (Imam) about (partitions) of his sermon or lesson they are illiterate.)<sup>(7)</sup>

This fact negates the claim of the difficulty in teaching Arabic is resulted from the linguistic duplicity, instead because of the education curricula and its methods behind the reason of that difficulty. Moreover, if we are looking at the teaching and learning of Arabic, in current time, in the general teaching schools, we will find it in terms of type, size, and time allocated for it varies from one Arabic country to another, and its size decreases in academic education in most colleges, especially, scientific colleges and the like. This situation leads to retreating teaching of Arabic in the Arabic world (so that it became- as Al- Rajihi said- an undeniable objective problem, and it is so common that the graduated student from the university cannot speak with standard Arabic and cannot write one page with a correct standard Arabic.)<sup>(8)</sup>

The main reason behind that belongs to the failure of the curricula and methods of teaching and the styles which are used in teaching Arabic. This matter leads the students to dislike the language and its courses, in addition, to keep the away of entering in the sections of the Arabic language in the universities. This refers basically to the absence of scientific curriculum in the curricula and the methods of teaching and in choosing the suitable educational styles.<sup>(9)</sup>

### III. ABDAAH AL- RAJIHI AND FACILITATING THE GRAMMAR

One of the researchers is saying that (the language is a tool for understanding, and a means to understand, and to fulfill its function it should be so clear. Thus, the grammar controlled the language and helped it to perform this function. Additionally, to fulfill the purpose of the grammar it must characterize with characteristics which can approach it to the minds and facilitate it to those who requested it.)<sup>(10)</sup> There were lots of attempts to present the grammar in a facilitated way. All these attempts were made on two axes:

**The First:** The focus is primarily on the science of grammar and its subjects.

**The Second:** The focus in the first place on the curricula and methods of teaching by approaching the grammar to the level of students and ridding it of tainted like the difficulty of understanding and teaching, and this is what is called (pedagogical grammar)<sup>(11)</sup>

Actually, Doctor Abdah Al- Rajihi said: Most of the facilitation attempts which were referred to in the beginning had failed when they guess that the facilitating of grammar will facilitate its teaching and (this is not true, there is an intrinsic difference between the grammar and teaching the grammar, first it is a (science) the grammar, and it is the science that presents a description for the syntax of the language and by doing so it will resort to isolating these syntaxes from the context of the use and put them in the frame of (generalization) and (denudation)

As for teaching the grammar it is something else, it has a particular science it is (pedagogical grammar) which takes from the description that reached to it the science of grammar, but it does not take it (as it is) but rather volunteers it for educational purposes, and subjects it to standards that use psycholinguistics in linguistic behavior and educational sciences that include the learning theories and teaching procedures, as well as, social and communicative linguistics. However, all of that remains absent from the grammar courses- as Al- Rajihi said-, but from the facilitating attempts of the grammar also in spite of those who are interested in the principals of teaching and its methods, share them the owners of facilitation who claimed to what is called (functional grammar) or (applied grammar), or (practical grammar) which deals (with performing the linguistic abilities in the student so that he can practice them with their natural and practical functions correctly), or it is (a set of rules that lead to the main function of the grammar, that is controlling words, and the system of composing sentences to keep the tongue safe from the wrong pronunciation and to keep the learner from wrong writing.)<sup>(12)</sup>

It is also – according to the point of view of Ali Jawad Al- Taher- he cancelled everything the learner does not need, and knowing the amount of rules which are presented to him and which are suitable to his levels, on the contrary to the non- functional specialized grammar which focuses its interest in particles, syntax, and parsing, and factors.<sup>(13)</sup> Therefore, it is wrong to imagine that it is a must to teach the whole grammar, the right- as mentioned by Doctor Al- Rajihi- it is better to choose what is going to be taught, and this is done according to objective standards they are the same standards which are dependent on choosing the words. This means, the commonness, the distribution, the ability of recalling, and the educational and psychological standard. Such standards almost be absent in choosing the content of teaching Arabic and its grammar in the Arabic world- as Al- Rajihi decided- most of the committees of authoring language courses depend on the professors of the universities in linguistics, and pedagogy, mostly, they are not suitable to compose educational books. To be more specific, the first class will be concerned with the description side of the grammar and rhetoric, while educators will be concerned with the educational aspect, whereas, the affair needs

to the interaction between the scientists of language, education, psycholinguistics, and social linguistics in the light of applied linguistics. However, the grammatical structures are not all the same in terms of popularity, nor in terms of distribution, and nor in term of learning and teaching ability. There are simple and complex structures, and there are central structures that are indispensable to linguistic use, marginal ones, and so on.

The choice is not made until after statistical studies, the available statistical studies in words starts later on putting lists to these basic grammatical structures. Such lists will be as source of choosing the grammatical content in the educational courses- so the progressing languages knew number of these lists. Moreover, if the linguistic entrance is well- known in choosing the grammatical structures, this indicates that the direction which starts to spread nowadays- as Al- Rajihi mentioned- is depending on the functional entrance which relates the grammatical structures with communicative events that is illustrated within the goals of the course. <sup>(14)</sup> the educational grammar is standard based on educational quantifications unlike linguistics which is descriptive, and the arrangement of the linguistic material in it depended on linguistic qualifications, therefore, the arrangement must be different. <sup>(15)</sup>

Actually, our curricula in teaching Arabic – as mentioned by Al- Rajihi- they are only an application of theoretical positions, while the correct approach is to resort to the communicative curricula which is described as the most beneficial and best approach to language teaching and learning, as well as, communication is a personal confrontation that means using a language of a realistic nature. <sup>(16)</sup> all what have been mentioned above cannot be fulfilled unless teaching grammar in applied way. The experiment indicates that – as mentioned by Doctor Al- Rajihi- This method- beside the linguistic lesson- can help the student to understand the origin of the Arabic sentence and realize its system, then to mastering the grammar clearly. <sup>(17)</sup> specifically, this is what what Al- Rajihi translated in his two books (applied grammar) and (applied linguistics). Thus, an explanation will be presented in current study.

### **III.I. *Applied Grammar and Facilitating Grammar in Al- Rajihi Point of View:***

The Arabic grammar has witnessed ancient attempts in facilitating it. One of the significant attempts was the attempt that belonged to Khalaf Al- Ahmaar in (180 H) who classified (the grammar introduction) on which he criticized the widened of the grammar by saying: (they used lengthening, frequent illis, and they neglected what is the recipient needed in the syntax of the abbreviation and the Arabic methods, and what is important for the beginner to reserve it, and what is working in his mind and what is surrounding his understanding. So I looked closely and thought in a book I write and collect the principals, tools, and factors on the origins of the beginners so that the learner can benefit from it without lengthening. <sup>(18)</sup> As for Doctor Abdah Al- Rajihi, he started his linguistic project when he was introspected the educational dimension of his work in the grammar science which is called (grammatical application) through it he displayed the grammatical material depending on (the ancient terms with explanation of what they mean with clear examples and the way of parsing each example then (tailed) each section with exercises from the Holy Qur'an.)

It is worthy to mention that (this book does not display an explanation to the all issues of the grammar which are following the way of the detailed books, but it aims to present the various uses of the sentence with its analysis (i.e.) applied grammatical analysis.) <sup>(19)</sup> The truth is that the morphological curricula which Al- Rajihi followed was adequate to characterize it with uniqueness by following applied method supported with suitable exercises. "So the

experiment illustrated- as he said- that the applied method- beside the linguistic lesson- can help the student to understand the origin of the Arabic sentence and realize its system, then to mastering the grammar clearly." (20)

In this respect, Doctor Al- Rajihi established for his educational project in terms of teaching Arabic and grammar a scientific basis includes the educational goal itself which ensures the achievement of facilitation of teaching Arabic and its grammatical rules and learning.

### ***Rearrangement of the Grammatical Material and Facilitating the Grammar:***

It is possible to summarize the evidence of Doctor Al- Rajihi in his grammatical application of the grammar science issues and its chapters as following:

#### **The first issue: The word, it deals:**

- Limitation of the type of the word.
- The status of the word (parsing and the structure (building)).
- Parsing and its signs and types
- The structure: The letters/ The verbs/ The pronouns/ The nouns.

#### **The Second issue: The sentence and semi- sentence**

The first chapter: The nominal sentence

- 1. The debutante (the subject).
  - 2. The report (predicate).
- The amanuenses.

The second chapter: The verbal sentence.

The third chapter: The stylistic sentence.

The fourth chapter: Positions of the sentence.

The fifth chapter: Semi- sentence.

Generally, this effort won approval from many of those who concerned with linguistic and educational affairs. Al- Rajihi got benefit from studying a broad, and his connection with western linguistic scientists, and he used that in putting visions for his linguistic project, and in facilitating the grammar and explain it in a new way.

### ***Significance of Al- Rajihi Curricula in Facilitating the Grammar***

It is significant to mention that Doctor Al- Rajihi presented in his book (The Grammatical Application) rearrangement to the grammatical material and displayed it in terms of gaining the facilitation and helping the learners to understand and quick receive without any difficulty. Al- Rajihi depended on the principal of avoiding the particles in explaining the grammar and focused on the basics. In addition, he worked on refining the rules and rearranging them, away of lengthening by using his applied method which was clear in his suitable examples and exercises. As well as, he supported his project which was written in ten lectures which had explained the content of the grammatical application, followed by ten lectures from the morphological application and others in his grammatical and linguistic councils.

### **III.II. Pedagogical Grammar and Facilitating Grammar in the Light of Applied Linguistics of Al- Rajihi**

We knew it was wrong to take the linguistic description of linguistics (as it is) and we turned it at the educational level into a (course) because the reliable in education is not only the linguistic validity but its benefit (the practical validity) – as Al- Rajihi mentioned- there are many things in the linguistic description that are not suitable for education, for instance, the speech about (the nominal structure- noun phrase) (NP) and (the verbal structure- verb phrase) (VP) and applied this with pronouns Pronominalization and so on- and it is possible to apply this-as Al- Rajihi saying- on the description of Arabic from what we find in the book of Arabic grammar like (the working), (the disputation), (the ills) and so on. <sup>(21)</sup>

### **III.III. Applied Linguistics and its Significance in Teaching Arabic:**

Doctor Abdah Al- Rajihi illustrated that the term (Applied Linguistics) is not appeared and described as an independent science unless the year (1946) in the era of teaching English language at the University of Michigan, then the school of applied linguistics was established at the University of Edinburgh in (1958) then it was spreading all over the world.

Different points of view about determining its meaning, however, the predominant trend sees it as an (intermediate) science among a number of sciences that address linguistic and human activity such as linguistics, psychology, sociology, and pedagogy. Thus, it depends on (scientific) base and it almost appears- as Al- Rajihi saying- in learning the language and teaching it to its people or non- native speakers. Then, it is a scientific and pedagogical field at the same time. <sup>(22)</sup> There is agreement that four sciences are represented as the primary sources of applied linguistics, they are Linguistics, Psycholinguistics, Sociolinguistics, and Pedagogy. Moreover, if Linguistics is considered as an objective descriptive science, Psycholinguistics is interested with linguistic behavior of the individual and its axes are linguistic acquisition and linguistic performance.

Concerning Sociolinguistics, it studied the language relationship with culture, communication, and linguistic diversity in the society, whereas, Pedagogy is considered as an important element in the process of teaching language. It deals with the content of the pedagogical curricula and its organization, and teaching methods and teaching aids. In addition, it is depending on the theories of educational psychology that explained the phenomenon of learning and the characteristics of the learner. <sup>(23)</sup> The truth is that (Applied Linguistics despite its modernity and its origins in the arms of the West, it is quite possible to provide a clear service to the immortal Arabic language (the language of the letter Dhaad- ظ). <sup>(24)</sup> It is better for us to reconsidering the teaching of the Arabic language in our schools and universities using data of applied linguistics particularly in teaching the grammar which is considered the main source of complaints about the difficulty of students' learning.

#### **III.III.I. The Main Principals of Teaching Arabic in Terms of Applied Linguistics**

The main principals and conditions of teaching the language in terms of applied linguistics can be specified as following:

**1. Linguistic publicity principal:** There is a fact that: linguistic phenomena are not equal in their frequency of use, and they are varying from one principal to another and from time to time and each linguistic situation has

its own code, it may be grammatical like using the passive voice in scientific reports, or using if- clause sentence in legal wording, and it may be lexical when we find certain words, and their prevalence increases in special situations. Thus, when we planned to teach the language then it is a must to choose it according to the principals of publicity and popularity, this means the most using and the widened spreading in the language.

The prevalence (publicity) is relative, for instance, there is a word that is repeated every three weeks, and another one every five seconds, and a third may not be repeated except in separate time periods. Al- Rajihi referred to the results of the statistical studies of the linguistic publicity and they revealed that (the first thousand words), which are more common, represent about (90%) per cent of the language used, and the second thousand represent (6%) per cent, and the third (2.5%) and the rest (1.5%) and this indicates what is needed in the heart of linguistic education mentioned for the first millennium.

***With noting the following:***

- The counting of the ejections is not as spoken ejections, but they are related to their meanings that are taken in their semantic relationships, with other ejections such as tandem, subscription, and correspondence.

- In teaching the language, its semantic acceptability is not enough, but rather how we use it and its relevance to the situation. Accordingly, when developing educational content, it must be preceded by a study of the prevalence of words (ejections), for example, the words of Rawdah (i.e. garden), Hadiqa (i.e. garden), orchard, junaina (i.e. garden), which words are chosen for the first primary grade?

To be more specific, what applies to the prevalence of ejections (words) applies to the prevalence in the linguistic, morphological, and grammatical phenomena, such as, miniaturization, the calculation of cracking, some sources and some educational formula and the prevalence ratio: (Ma fatiaa- مافتىء), (Maberihah- مايرح) and the prevalence ratio of: (Inema- انما), (Wala- ولا), (Walat- ولات).<sup>(25)</sup>

**2. Choosing the content of the curriculum or instructional course:** First of all, we must point out that there are general criteria that control the choice of the content of the curriculum or course in the forefront: goals, level of the course, and the time allocated to present it, and other factors.<sup>(26)</sup>

***Choosing linguistic content of two types: 67***

The first: The choice of the linguistic style: The choice of the linguistic style is determined by whether the course is set for general purposes, and then the eloquent mode will be chosen or set for special purposes, such as, education of the foreign doctors, the dialect used in the country is chosen. Either if the course is designed to teach medicine, philosophy, or jurisprudence then the language for these majors will be chosen.

As for the verbal style, there is a formal style, a style among friends, a consultative style, and an informational style. As for performance, there is written performance and the other is spoken performance.

The second: The choice of linguistic vocabulary of materials whenever the level factions increase, and the degree of prevalence varies in them, the extent of the test will be wide and vice versa. The choice on the morphological level is very specific because of the lack of morphological factions, and the degree of prevalence is high in most of them, and not all the verbal formulas are equal in prevalence, for example, there are formulas whose prevalence decreases as the form (Efawal- افوعول), (Ekshosh- اخشوش), and the form (Ehzaar- احضار), and the formula of the calculation of cracking, these are no need to choose them in the content.



***The truth is that the choice of the words is based on:*** <sup>(68)</sup>

- **The publicity/ prevalence:** The more frequent word is used the more useful and correct will be in teaching language, the studies have shown that the thousand most common words represent (94%) per cent of the text, and that the hundred most common one represents (74%) per cent of the text. Thus, without relying on commonness, the learner will exhaust his efforts to learn many words that he does not always need, while he will be ignorant of the words he always needs.

- **The distribution:** There are words that have a wide spread, and they are more useful and suitable for learning the language, because the learner can use them in more fields, such as, (open- فتح): (open the door- فتح الباب), (Muslims open a country- فتح المسلمون بلادا), (open his eyes or heart- فتح عينيه او قلبه), (open an account in the bank- فتح حسابا في البنك), (open fire on him- فتح عليه النار).....

- **Recalling/ Ability of calling:** There are words that are easy to remember and these are the most appropriate and suitable choice to put them within the content of teaching the language.

- **The psychological and educational standard:** Such as, the susceptibility of the word to teaching and learning, whether in terms of its length or shortness, or its compatibility with the characteristics of the learner. Advanced languages have known studies that define (word list) and were the basis for selecting content in language teaching courses. We in our Arabic schools do not have such lists so that we choose, for example, the (100) most common words for the first grade of primary school, and then the next ..... Also, there are no researches on the nature of Arabic words in terms of their ability to be recalled, remembered, and taught. Read in any book in the first stages of the study, and you will not find, according to Al- Rajihi's saying, <sup>(29)</sup> a system in the number of new words in each unit, as we do not find in the books of the advanced stages in secondary education an architectural means for entering words that belong to special fields such as medicine, physics, history, sociology, jurisprudence.

***Arranging the Content:***

The process of arranging the content deals in the first place with (graduation/ scaling) and there are three types of graduation- as Al- Rajihi mentioned- <sup>(30)</sup> They are:

- **Longitudinal:** This type is based on providing a single vocabulary of the content at once, and in a continuous manner, so if we provide a lesson about (pronouns- الضمائر) we have to provide all of them together as separate pronouns, connected pronouns, and in a position of elevated, raised, and traction and in the case of call (النداء), attributive/ adjectives (النعته), affirmation (التوكيد), and coordinating conjunctions (العطف).

- This methods leads to a very slow learning of the language, and leads to forgetfulness. The learner in the early stages is unable to use what he is learning, and this leads to weakness.....

- **Periodical:** This type is unlike the first, because the vocabulary in it is not studied at once and in a comprehensive manner, but rather in the context of its relationships. For example, the pronouns are distributed each type of them on the sections of the course, and this is the most suitable thing to learn the language, because it allows reviewing the material in different context. Moreover, this is important in linguistic use, and it makes learning the language faster, as the learner can use what he is learning. However, the discussion about the staging (Longitudinal) has been ended- as Al- Rajihi mentioned- to compare between three patterns:

- The grammatical / staging (longitudinal): Decisions are organized on the basis of grammatical and morphological factions, for instance, the unit of the (subject name/ participle- اسم الفاعل), and the unit of the (participle- اسم المفعول), and the unit of (absolute object- المفعول المطلق), and the (exclamation- التعجب)..... The disadvantage of this pattern is that it focuses on rules rather than on rules of use.
- The situational staging/ longitudinal: The linguistic situation means the natural environment, in which the linguistic use takes place. One of the units of the course is specialized in restaurant, the other in the airport, and the third in the post office. ....
- The demerit of this pattern is that the environment itself cannot limit the rules of use, and the learner may be surprised with situations he has never studied in their environment. The truth is that it is difficult to reach the criterion of the arrangement of these environments.
- **The functional grading/ longitudinal:** The communicative facts are the basis of the grading of the content. Additionally, the pattern of the functional grading must be based on the periodic grading. As the functional rules are graded over the course loops from simple to medium to complex, as the best- in the point of view of Al- Rajihi- is the integration of the three mentioned patterns. The summary is that Al- Rajihi believed that the lack of linguistic (prevalence) lists, whether on the level of (vocabularies) or at the level of (structures) or other levels of linguistic performance is one of the important reasons for presenting the language and its rules in an uneasy and uncomfortable way. Additionally, to the absence of scientific research in teaching Arabic in the field of linguistic acquisition and researchers then, as Al- Rajihi said, apply (Piaget) standards in this regard which are in fact inspired by studies applied to different environments. <sup>(31)</sup>

#### IV. AL- RAJHI'S CRITICISM OF THE CURRICULUM OF TEACHING GRAMMAR IN ARABIC SCHOOL: KINGDOM OF SAUDI ARABIA AS A MODEL

The nature of grammar courses in Arabic schools is considered as a fundamental reason for students' hatred of Arabic and the high failure rate in this particular subject, which is a common phenomenon in the countries of the Arab world. Therefore, it is necessary to choose pedagogical grammar, and this is what other countries don't do it till now. Doctor Al- Rajihi has presented an example of some grammar courses in Arabic schools or the selection of books (Grammar of The Arabic Language) for the three grades in the intermediate schools in the kingdom of Saudi Arabia, and the listed subjects were listed on each class as confirmed by Al- Rajihi- <sup>(32)</sup> who was commented on that as an analyst and critic as we will present below:

##### *The first class:*

##### **The inflective and the structure (المعرب والمبني)**

**The structures (المبنيات):** The letters, the structure from verbs, the past, the imperative, the present, with (Noon- Al- Niswa – نون النسوة) and (assertive (Noon) – نون التوكيد).

- The type of the report (predicate- الخبر): singular, sentence, semi- sentence (شبه الجملة).
- The amanuenses (النواسخ).

- The amanuensis verbs: (Kaana Wa Akhawatiha- Kaana and its sisters- كان و اخواتها) complete and incomplete.
- Verbs of approach (افعال المقاربة), hope (الرجاء), and initiation (الشروع).
- Inna Wa Akhawatiha- Inna and its sisters- (إن وأخواتها), types of the (report) predicate of Inna (خير إن), break Hamza (connecting) of Inna (إن) and open it.
- The work of (No) - (لا) disowns gender- (La Al- Nafia Liljens- لا النافية للجنس).
- Intransitive and transitive verb (الفعل اللازم والمتعدي).
- Transitive verbs to two objects their origin is the debutante (subject- المبتدأ) and the report (predicate- الخبر), (the verbs of guess (افعال الظن) and certainty (اليقين) and transformation- التحويل).
- Transitive verbs to two objects their origin is not the debutante (subject) and the report (predicate).

### ***The second class:***

Assigning all verbs with their types to pronouns:

- Consonant verbs and vowel verbs (الأفعال الصحيحة والمعتلة), the verbal sentence (الجملة الفعلية) the subject (الفاعل) – feminize the verb with the subject.
- Agent of the subject/ the subject of the passive (نائب الفاعل) – is what acts on the behalf of the subject after deleting it – the object (المفعول به) – the infinitive (المصدر) – the adverb (الحال) – prepositional phrase (الجار والمجرور).

### ***Complement of the verbal sentence:***

The object (المفعول به) – absolute object (المفعول المطلق) - is what acts on the behalf of the absolute object like synonym and demonstrative (Al- Ishaara- الأشارة) and the instrument (الالة) and the number (العدد) and ambiguous words (الكلمات المبهمة).

The causative object (المفعول لأجله) – the adverb (الظرف) – the object (المفعول به).

The case with their types/ (the status - الحال).

Actual adjectives (النعته الحقيقي) - the singular - the sentence – the causative adjectives (النعته السببي).

Exception with (but, than, unless) – ((إلا)) – (المستثنى ب) and (but- غير), (but- سوى), (empty- Khala- خلا), (run- Adaa- عدا), and (border- Hasha- حاشا).

Marked and pronounced preferences (التمييز الملفوظ والملحوظ).

Moral and verbal assertion (التوكيد المعنوي واللفظي).

The coordinating conjunctions (العطف).

The appositive (البدل): The appositive of identical- (بدل المطابق), the appositive of some- (بدل البعض), the appositive of comprehension- (بدل الاشتمال).

### ***The third class:***

The calling- (المنادى), tools of calling, (Ya- يا), (Heya- هيا), (Ay- أي), (Hamza- ء).

Parsing the call, calling what has (AL).

The addition (الأضافة).

The indeclinable nouns (الممنوع من الصرف) for one and two vowels.

The tools of condition (ادوات الشرط) and their meaning: assertive and non- assertive (الجازمة وغير الجازمة).

Conjugation (اقتران) of the conditional response with (F- الفاء).

The interrogative, (Hal- هل) and (Hamza- ء), and the rest of the interrogative tools (Wh Questions).

The interrogative and declarative (what- Kem- كم).

The exclamation (التعجب).

The compliment and disparagement (المدح والذم).

Jurisdiction (الأختصاص).

Assertion of the verb (توكيد الفعل).

Bare and full (المجرد- المزيد).

The infinitives and their work (المصادر).

The name of woman and its appearance.

The derivatives (المشتقات): The name of the subject (اسم الفاعل), exaggeration formula (صيغ المبالغة), the participle (اسم المفعول) and its work, the name and status of preference (preference- التفضيل), the name of the time and place, the name of the instrument.

## V. CRITICAL NOTES

After examining the aforementioned courses, Doctor Abdah Al- Rajihi recorded his following observations:

(33)

1. The authors of these courses were depended to choose the content on the grammar books or some grammatical summaries and this is a wrong beginning, because the grammatical material as it is in grammar books is not a pedagogical material.

2. The topics were all presented under the control of the (factor) grammar (the grammatical factor), which is correct theory, but it should not be the dominant component of the educational material.

3. They did not take into account the choice of topics to suit the cognitive abilities of students, for example, giving the concept of a reliable source for the first class in the intermediate school students, for instance, or asking a student to realize the raised case in the predicate of approaching verbs, or to realize the causal attribute, and the appositive of comprehension, and so on.

4. The absence of "the lists of words" and "the lists of grammatical and morphological structures" in a way that can help in distinguishing what is common from what is not common. Therefore, the courses are filled with subjects that do not have a prevalence which justifies their selection at this stage, for example, Kaana Wa Akhawatiha (Kaana and its sisters - كان وأخواتها) when it will be "complete."

However, the verb (established- أنشأ) in the initiation of the first grade course and what is representative of the absolute object in the synonym (المرادف), reference (Demonstrative - الأشارة) and the instrument (الألة), the pronoun (الضمير), the object of accompaniment (المفعول معه), the causal attributive (النعته السببي), and the appositive of comprehension (بدل الأشتمال) in the course of the second class.

5. The grammatical rules evaluation came isolated from its usage contexts, preceded with introductory texts as examples on the subject of the lesson, but they are not realistic texts but rather "made" texts that are not related to life.

6. All training came automatic, and this is a general character in the books of grammar in schools, and if a student can answer training questions, but he cannot utter or write a correct sentence if he wants to express himself naturally in different situations.

7. The regulation of the aforementioned courses came on a longitudinal scale/ grade so that the topic is presented once in all its parts, and we learned the dangers of this method on language teaching, and you can imagine, as Al- Rajihi said- how the student has to wait for the third intermediate class until he studies (Hal- هل), (Hamza- ء), in the interrogation (الاستفهام) or he studies everything about constructed names (structured names), and amanuenses, intransitive and transitive verbs in the first intermediate class.

The results of this methodology in the presentation revealed that the students' lack of the response to these, and thus, their hatred for grammar

## VI. CONCLUSION

It is clear from the current study which is dealt with the efforts of Doctor Abdah Al- Rajihi in the field of facilitating the study of grammar and teaching it. However, he worked in this project following two ways:

**The first:** he presented the material of the science of grammar with an applied methodology and this is done through his book "the grammatical application" which – as we illustrated- has represented the scientific basis that was aimed at, in addition, to its purpose is to present the different uses of the sentence with a grammatical and applied analysis, and in doing so he established his educational linguistic project in a way that helps the success of Arabic teaching and facilitates the study of its grammatical rules.

**The second:** Setting the basic parameters of the applied linguistic project, especially the educational grammar, in which he clarified the necessary conditions and basic criteria for the completing the march of the linguistic courses, foremost of which is the educational grammar through which the problem of teaching Arabic to its people can be solved, and facilitating its grammar in a serious way to be more efficient and effective.

Al- Rajihi's efforts in this field has had its importance and distinction, which can be used by the authors of the curricula of the Arabic language and grammar in our schools and universities to benefit from it in a way that serves Arabic and facilitates its grammar and morphological rules for learners.

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