A Model for Teaching Arabic Grammar in Light Of The Common European Framework of Reference For Languages

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Abstract
With its intricate arrangement, classification, abundance, and bifurcation, Arabic grammar presents challenges for learners rooted in historical contextual factors and pedagogical approaches. This study addresses the need for a comprehensive examination and categorization of Arabic grammatical rules based on specific criteria aligned with the Common European Framework of Reference for Languages (CEFR). It aims to identify prevalent and obscure rules, offering a compilation organized according to CEFR standards. The objective is to streamline Arabic language acquisition by reducing the overwhelming quantity of rules presented in textbooks for non-native speakers. The primary obstacle learners face is the complex nature of Arabic grammar, compounded by inadequate organization and delivery of existing materials. This leads to a skewed focus on less practical rules, hindering everyday speech and writing proficiency. Statistical analyses reveal the need for restructuring instructional sequences to prioritize commonly used rules. The proposal advocates aligning grammatical structures with CEFR guidelines and incorporating essential structures for non-Arabic speakers, promoting a modern and coherent language. By addressing these issues, this study motivates learners and bridges the gap between non-native and native proficiency levels in Arabic. The research relied on older references for the theoretical framework due to the need for more specialized references on teaching Arabic grammar to non-native speakers.
Keywords: Grammar; Arabic; Nominative; Proficiency; CEFR

INTRODUCTION

There are various interpretations, justifications, and applications that are solely presented for the purpose of deep scientific grammatical artistry, Learners of Arabic do not need to study them because, upon closer inspection, they are not particularly helpful in the context of teaching elegant Arabic speaking. It is necessary to remove any detrimental elements' such as deep interpretations, justifications, and applications from Arabic grammar before instructing it to contemporary learners, regardless of their cultural background. Ibn Hisham expounded on the rules of the passive verb form in a particular chapter (Ibn Hisham, 2001), wherein he stipulated that the presence or absence of the agent of the verb is contingent upon the context, as a means of exemplification. The agent can be removed, like in the case when one responds with "Zaid" when asked who stood up or who was drunk. The appropriate answer to the initial query pertains to Zaid, who executed the action that was subsequently deleted. In the second question, it serves as a substitute for Zaid.

According to Ibn Hisham, the verbs "Zaid stood up" and "Amr was drunk" could be expressed explicitly, if desired (Ibn Hisham, 2001). Ibn Hisham could have provided a consumerist example, the student can use it, and it helps the student build his language. The construction of a sentence with 27,268 possible ways of I'rab, as demonstrated by Ibn Al-Arif, can be deemed as a deviation from the conventional language and the authentic Arabic style. Such an approach may be considered as an attempt to create enigmatic expressions that are not suitable for educational purposes (Ibn Khaldun, 1988). It is noteworthy that Al-Mubarrad, a scholar of high repute, included this particular topic for discourse in his book titled "Al-Muqtadib." This work serves as a concise and introductory guide to Sibawayh's book, (Walidabbah, 2008) aimed at facilitating comprehension for those seeking knowledge. It was anticipated that Al-Mubrrad would conduct a search for exercises, examples, and evidence from the Quran, Hadith, Arabic poetry, and prose, with the aim of improving the linguistic proficiency of the reader or student.

The example in "Al-Muqtadib" reads as follows: "Ad-Daribu ash-Shatimu al-Mukramu al-Mu'tihi darhaman al-Qa'im fi darihi, akhuka sautan akramu al-Akla ta'amahu ghulamuhu Zaydun 'Umaran Khalidan Bakran 'Abdullah, akhuka." "الضارب الشاتم المكرم المعطيه درهما القائم في داره أخوك سوطا أكرم الآكل طعامه غلامه زيد عمرا خالد بكرا عبد الله أخوك" (Al-Mubrrad, 1994). Undoubtedly, the act of comprehending this particular instance necessitates a significant amount of exertion. Subsequently, Al-Mubarra proceeded to provide a number of pages extracted from his literary work in order to elucidate the aforementioned instance (Abdullah, 2020). Additional examples were utilized to provide further clarification to illustrate the aforementioned statement, as exemplified by the following phrase: "Akram al-aakil ta'aamahu ghulamuhu al-rajul alladhi daraba sawtan rajulan shtama rajulan akrama rajulan a'tahou dirhaman rajulun qaama fi darahi akhuk." "أَكرم الآكِل رجلا شتم أَكرم رجلا رجلا أَعطاه درهما رجلٌ قَامَ فِي طعامَه غلامُه الرجل الَّذِي ضرب سَوْطًا دَاره أخوك". (Al-Mubrrad, 1994). The aforementioned phrase is not utilised by the Arab populace, it does not conform to the linguistic conventions of the Holy Quran. The chapter in question was titled by Al-Mubarrad as "*What We Say in Lengthy Issues for Examining Learners*". One may pose the questions: What is the objective of this assessment, necessitating contemplation? Is the assessment evaluating cognitive flexibility? Could this be interpreted as a test of one's stamina or perseverance? It is deemed inappropriate to make assumptions regarding the nature of the evaluation, as it pertains to linguistics. It should be noted that Arabic, a language renowned for its elegance, prioritises proficiency, brevity, lucidity, and succinctness, and does not typically involve such assessments. Curiously, a number of Islamic countries employ this approach as a standard for educating their students. Students employ a comparable memorization technique for texts as they do for the Quran, and subsequently, they deliver the written material in a manner that is analogous to the recitation of the Quran. It appears that you would struggle to construct a grammatically correct sentence if you attempted to communicate with one of their students. This implies the existence of a legitimate concern that requires resolution.

These are some examples of the abundance of grammatical intricacies in Arabic, indicating the extensive efforts invested by many grammarians. Their concern was to explain the rule and elucidate their mental perceptions of how linguistic forms developed. Their aim was not to present models that establish linguistic mastery by explaining the rule. This model, which builds linguistic mastery, requires concerted efforts to explore common and uncommon structures, common and uncommon vocabulary, and even

common and uncommon issues to create a Linguistic Bath that reflects the beauty of the Arabic language and is suitable for its learners.

The primary difficulty encountered by learners is the intricate nature of Arabic grammar, which poses a significant challenge in the realm of study. The proliferation and categorisation of rules within Arabic textbooks designed for individuals who are not native speakers are notable phenomena. This is evident in the number of rules presented by the Arabic series for non-native speakers, in addition to its complexity and poor organization. The grammar rules in Arabic learning series appear as if they are presented to a student aiming to memorize "Alfiyah Ibn Malik." Consequently, the sequence of grammar rules instruction was altered whereby rules that were originally intended for later instruction were introduced first, while those intended for earlier instruction were introduced subsequently. Students often focus on learning grammatical rules that are not necessarily essential, while neglecting the rules that are commonly used in everyday speech and writing. Non-Arab students are taught Arabic grammar chapters that have limited usage in Arabic literature and may be a topic of contention among grammarians. The aforementioned findings are derived from the statistical analysis and research conducted by (Abdullah, 2020). To instruct non-Arab individuals on grammatical rules, it is imperative to discern the most prevalent grammatical frameworks within grammar manuals and linguistic publications (Abdullah, 2020).

This study aims to provide a list of the most common grammatical constructions found in the grammar books utilised in the sample under investigation and to furnish instances of Arabic linguistic texts that illustrate the most prevalent grammatical structures. Provide a list of the grammatical elements Arabic language learners require in order to talk consistently and thoroughly. In light of the CEFR recommendations, provide a distribution scheme for grammatical structures across linguistic levels.

METHOD

The research in question necessitated the utilisation of two separate yet interconnected procedural methodologies from an academic perspective. The techniques encompass the analytical approach, which involves scrutinising grammar manuals and Arabic literature to determine the prevalence or infrequency of a particular grammatical rule, as well as the statistical method for accomplishing the same. Consequently, the grammatical rules within the selected corpus of grammar books and linguistic literature were categorised into two distinct groups: those that occur frequently and those that are infrequent. We utilised these findings to generate a catalogue of structural distributions that satisfied the specific criteria of the CEFR. The proposed list of issues was presented to a cohort of professionals and experts for their review and input.

We examined three grammar textbooks from different academic institutions in order to determine the most prevalent grammatical structures and their categorisation, as a means of addressing the initial two inquiries. The literary works in question are "Sharh Ibn Aqeel" (769 AH), "Al-Wadih" (379 AH), and "Al-Jumal" authored by Al-Zajjaji in 340 AH. Notwithstanding their classification as didactic literature, this investigation will demonstrate that these three literary works adopt markedly distinct methodologies in relation to grammatical principles. Furthermore, an examination is conducted on the occurrence rate of grammatical structures in seven linguistically diverse works from both historical and contemporary periods. Subsequently, a comparison is made between the frequency of structures present in the texts and that of the three books. This enables to

pinpoint the most prevalent grammatical constructions that authors or speakers use to construct their works or their speech. This statistical methodology is capable of identifying the least frequent structures that may be present in grammatical and linguistic texts. According to the CEFR, the study suggests a list of grammatical structures that can be used to design educational sequences efficiently. To address the third inquiry, we endeavoured to allocate the grammatical arrangements in conformity with the grammatical regulation objectives and criteria of the CEFR. The endeavour resulted in the development of a comprehensive framework that ensures a fair distribution of grammatical rules, taking into account their significance and frequency across different levels of Arabic language instruction.

Although the literature examined suggests the existence of a "hierarchical arrangement" (Al-Mousa, 1979), we believe there is still much to learn about this issue. The studies involved the removal of certain grammatical chapters based on the learners' proficiency levels, or alternatively, one could contend that the chapter titles were modified. Subsequently, the equivalent chapters were exhibited through alternative means. One of the sections that has been omitted pertains to the chapter entitled "Ishtighlal," which concerns the grammatical structure in which a noun precedes a verb that is followed by a pronoun that refers to the noun. The formulations of "Ishtighlal" are reiterated in the section pertaining to verb tenses and noun phrases. A group of scholars has compiled an extensive inventory of 44 grammatical characteristics present in a written paragraph. The said traits are expounded upon with intricate details and subcategories, resulting in the expansion of the original chapter into two, three, or even four chapters. And then he said, "This is what non-Arabic speakers need in terms of grammatical rules" (Al-Ashmuni, 1998). The compilation of grammar chapters lacked a robust scientific foundation and did not adhere to a dependable academic or scientific standard. The foundational themes explored in the literary work "Al-Kitab" by Dr. Mahmoud Al-Batal served as the primary subject matter for a subsequent scholarly investigation, which subsequently resulted in the publication of the chapter index. Subsequently, the researcher opted to impart the contents of the textbook to individuals who did not possess proficiency in the Arabic language, relying solely on her personal expertise and the recommendations of peers. According to Al-Omari, a systematic analysis of these topics in both horizontal and vertical dimensions demonstrates a coherent distribution that can be rationalised in relation to language consumption and production (Al-Farsi, 1969).

While personal experience holds significant value, it cannot serve as empirical evidence in scientific research or as a standard in scholarly writing. Based on the analysis of the grammatical topics and the researcher's information, the author arrives at the conclusion that the arrangement of these topics in the book "Al-Kitab" was random. The literary work commences with the most basic grammatical configuration, "*Anna fi'lan waheed*" (I really feel lonely), and advances towards "*shoghl al-bayt*" (domestic chores), nominal expressions, personal pronouns, plural forms, culminating in the intricate "*barnamij dirasat alsharq al-awsat*" (Middle Eastern Studies Programme).

The lesson on "idafa" is presented on page 14 of Al-Kitab, followed by a discussion on the past tense and its negation on pages 56-58. The nominal sentence is introduced on page 61, and the question is addressed on page 129. The following are a selection of grammar topics that have been organised in accordance with the sequence presented in the book. The arrangement of the grammatical topics in the book appears to have a noticeable deficiency, as exemplified by the presentation of the addition topic prior

to the verb topic. Idafa is one of the linguistic topics that learners find difficult to comprehend. Although the authors of al-Kitab may have benefited from utilising a translation approach to convey the vocabulary and intricate structures to novice learners, linguistic research has demonstrated that this method is comparatively less efficacious in the realm of language pedagogy.

RESULTS AND DISCUSSION

Khaled Abu Amsha conducted a third study aimed at aligning grammatical topics with the CEFR guidelines. Similar to the preceding research, this investigation was also founded on subjective encounters and did not hinge on a scholarly inquiry of academic subjects (Abdullah, 2020), (Abu Amsha, 2018). The index proposed by Khaled Abu Amsha in his renowned publication, "Teaching Grammatical Structures to Speakers of Other Languages: A Study on Classification and Ordering in Light of the CEFR" (Abdullah, 2020), was introduced by the researcher as a valuable framework for the current inquiry. This research diverges from prior studies in that it centres on the categorisation and sequencing of linguistic elements, drawing exclusively from the grammatical constructs presented in Al-Zajaji's tome entitled "*Al-Jumal*." The present investigation under consideration scrutinises syntactic constructions in three literary works, alongside a more extensive corpus of written materials. The study's primary aim is to present a novel model for instructing Arabic grammar, which is intended for integration into Arabic language teaching materials (Abdullah, 2020).

The article authored by Zinati (2020) from the Faculty of Education for Girls at Al-Azhar University, entitled "*The Range and Sequencing Matrix of Grammatical Rules for Non-Arabic Speakers in Light of Needs, Functionality, and Commonness*," is deemed highly pertinent to the present inquiry. The primary objective of the study is to propose a framework for addressing grammatical and morphological issues through the utilisation of a diverse array of sequencing matrices. This framework is designed to consider the needs of students, the communicative functions of language, and the frequency of occurrence of these issues. The author of the study relied on the results of prior research that had examined the prevalence of specific grammatical and morphological structures. The researcher utilised surveys as a means of gathering data and assessed its reliability through the use of Cronbach's alpha. He holds a perspective regarding the study, contending that despite its rigorous scientific and procedural standards, there exists a lack of coherence between the introduction and findings. This is attributed to Zinati's over-reliance on the outcomes of prior studies. The author was mandated to furnish topics that possess notable functional significance, as she was examining grammatical regulations through the lens of the functional approach. Zinati's approach deviated from the norm as she failed to assign sufficient importance to certain lessons, such as *istenthna'* (exception), which held a high rank of significance (96.66%) in relation to linguistic functions. While Nuhad Al-Mousa's study was referenced, it was observed that the subject of exceptions is not extensively examined and has a prevalence rate of under 0.02% (Zanati, 2020), (Al-Mousa, 1979).

One of the topics that exhibits a significant functional relevance is the act of responding to inquiries and providing justifications, with a rating of 96.66. The proposed list of topics by Zinati lacked conjunctions that indicate causality and reasoning in addition to the question about nationality, which was categorised as highly important in terms of linguistic functions with a percentage of 96.66. She included the lesson of

"*nasab*" (lineage) in the second category of important morphological topics with a rating of 72.33. However, studying the fundamentals of "*nasab*" (lineage) is necessary for addressing the question about nationality, but she placed the morphological scale in the first category as highly important, despite the fact that non-Arabic background learners do not need to study the morphological scale in the first place. On the other hand, important lessons such as "*nafy*" (negation) and "*nahi*" (prohibition) are absent from the author's list. Zinati considered "*na't*" (adjectives), "*hal*" (moods), and "*tamyeez*" (disambiguation) as highly important in the first category, and all of these topics precede the topic of the genitive cases with prepositions or "*idafa*" even though almost every line or sentence in Arabic contains a preposition of some kind.

Furthermore, Zenati presented the aforementioned topics and the "*mamnu' mina asarf*" (diptotes) before the object though the learners' need for studying the object is greater than their need for all of those topics. In fact, they do not need to study "*mamnu' mina asarf*" (diptotes) at all, as there are Arabic speakers who inflect all the Arabic nouns except for the pattern "*afdal minhu*", which is also correct. In summary, it can be inferred by the researcher that the list of topics proposed by Zenati lacks consistency with respect to the principles of needs, functionality, and prevalence, which were the basis of her recommendations. This does not negate the value of the study but rather indicates that the issue addressed by her requires extensive revisions to fully develop and integrate its components.

An Approach to The Three Textbooks
1. An Approach to the "Al-Jumal" (Sentences) Book by Al-Zajjaji

The book titled "Al-Jumal" is noteworthy for its pedagogical approach that explicates a given rule and subsequently provides lucid and uncomplicated examples to illustrate it. It is an easy-to-understand book, allowing the reader to benefit from it without any difficulty. Notwithstanding its diminutive size, the book comprehensively covers a plethora of Arabic grammar topics. The approach circumvents the occurrence of superfluous branching or protracted classifications. While it may address areas of contention across various topics, this could potentially be a linguistic necessity. In contrast to the philosophical discourse surrounding grammatical disagreement, this phenomenon does not entail any contrived complexity or intentional artifice. Perhaps the goals of those theories or categories were not linguistic or grammatical at all. This does not mean that the book "Al-Jumal" is devoid of such branching or grammatical contrivances. In the book, there are examples of such grammatical complexities, albeit in a few topics, as mentioned in the chapter titled "Bab min Masa'il Ma Lam Yussam Fa'ilihi" (chapter on actions with no explicit agents) (Al-Zajjaji, 1984). Examples from this chapter include phrases like "أعطي بالمعطى دينارين ثلاثون دينارا" *A'uti bil-mu'ta dinaran thalathun dinara*", "أعطي المعطى به ديناران ثلاثين دينارا" *A'uti al-mu'ta bihi dinaran thalathin dinara*", "أعطي بالمعطى دينارين ثلاثون دينارا" *A'uti bil-mu'ta bihi dinaran thalathin dinaran*" and "أعطي المعطى دينارين ثلاثين دينارا" *A'uti al-mu'ta bihi dinaran thalathin dinara*." These are challenging issues even for specialists in the field of Arabic grammar, let alone for Arabic learners or non-Arabs studying the subject. This is just one aspect of the praise for the book "Al-Jumal" by Al-Zajjaji. If we were to discuss the

difficulties of this book, we would find that the first challenge lies in its arrangement, which raises eyebrows in many instances.

The introductory section of Al-Zajjaji's book was deemed insufficient in terms of providing comprehensive details. Subsequently, the author expounded upon the fundamental grammatical principles that are applicable throughout the subsequent chapters. These include the *raf'* (nominative), *nasb* (accusative), *jarr* (genitive), and *jazm* (indicative) cases, *i'rab* markers, the various tenses of the verb, as well as dual and plural forms, among others. The initial chapter of the literary work titled "Agents and Objects," subsequent to the introductory section, showcases an atypical configuration. The study of this subject matter necessitates confronting all facets of grammar without adequate foundational knowledge. The aforementioned elements encompass *i'rab*, syntax, prepositions, adjectives, predicates, subjects, objects, *taqdeem* (preposing), and ta'kheer (postposing). It has become customary among scholars, particularly following the works of Ibn Malik, to commence the teaching of grammar by presenting fundamental concepts such as parts of speech, i'rab (inflectional analysis), sentence structure, and *Alamāt al-iʿrāb* (I'rab marks). It is imperative that all students possess a thorough understanding of these fundamental concepts, which are extensively addressed in various grammar-related topics and sections. The subsequent chapter is denominated as "*The Sequence of the Noun in i'rab.*" The sequencing of this chapter may appear counterintuitive as it precedes others that are more logically positioned at the beginning, such as those that pertain to agents and verbs, genitives, adjectives, and their agreement, as well as attributive phrases. This issue can be attributed to the second chapter's function as a comprehensive modifier for the remaining chapters. Subsequently, the investigation progresses from the examination of adjectives to the exploration of the chapters on emphasis and substitution. It is logical to position them subsequent to the chapter that discusses adjectives, rather than following the section on "Agents and Objects."

Among the more baffling chapter orders is the one covering "*Forms of transitive verbs.*" Most of the problems in this chapter are based on subjects and predicates, as in the examples: زيد عالم .... ظننت زيدًا عالمًا "Zaid is knowledgeable... I thought Zaid was knowledgeable and محمد أبوه راكبًا .... حسبت محمدًا أبوه عالمًا." "Mohammed's father is riding... I thought Mohammed's father was riding." Therefore, learners must first master the "Subjects and Predicates" chapter (Chapter 20) before tackling "Forms of transitive verbs" (Chapter 5). Another glaring mistake in the sequence is the placement of the chapter "Jussive response verbs" before the chapter "Conditional response verbs" (Zanati, 2020). The jussive response verbs should have come first because conditional response verbs are a subset of jussive response verbs.

This represents a singular facet of the inadequacies in the book's structure, which serves as compelling proof of the challenges associated with this particular matter within the book. As per the study's findings, there exists an additional matter that holds comparable, if not greater, significance than the matter of arrangement. The issue at hand pertains to the utilisation of examples or quotations. The differentiation between the two is predicated on the notion that an example is an original creation of the author, whereas a quotation is a direct reference to a specific verse or poem. All through the work, the author does not reference any hadith (proverbs or sayings attributed to the Prophet Muhammad). The author was limited to using fictional characters like 'Amr and Zaid and their family members as stand-ins, varying just the tense of the verb or the wording of the sentence to fit the chapter's theme. Over the course of the novel, Zaid was mentioned over

500 times, and 'Amr was mentioned over 140 times. Using more linguistically advantageous terminology, the author would have accomplished valuable linguistic and pedagogical goals, given the vast number of examples. The literary work incorporates a limited quantity of citations from the Quran and poetic verses; however, the writer predominantly depends on fictitious illustrations.

2. An approach to the book "Al-Wadih" by Al-Zubaidi

The book "Al-Wadih" by Al-Zubaidi deserves the title of a functional grammar book. In most of its chapters and issues, it addresses the matters that concern learners and are needed by language learners to construct their language. This is presented in a simple manner that is appropriate for beginner learners of Arabic and avoids grammatical disputes and complexities. Additionally, the book addresses issues that are rarely discussed in the main Arabic grammar books. Take, for example, the author's discussion of "من" and "ما" (who/what). He states, 'من' and 'ما' in statement, interrogation, and conditional are used for singular, dual, plural, masculine, and feminine. If you wish, you can use them to indicate one, two, or many; masculine, or feminine." You may say: عجبت ممَّن جاء إليك "*Ajibtu mimman jaa' ilayk*" ("I am amazed by the one who came to you.") if you mean one but if you mean a female, then you say: ممن جاءت إليك '*Mimman jaa'at ilayk*.' For two, you say: ممن جاءا إليك '*Mimman jaa'a ilayk*.' If you mean two females, you say: ممن جاءتا إليك '*Mimman jaa'ta ilayk*.' If you mean a group of men, you say: ممن جاؤوا إليك '*Mimman jaa'ū ilayk*.' And for women, you say: ممن جئن إليك '*Mimman jā'n ilayk*.' Similarly, you may use the same construction with the masculine form for all cases. So, you say: ممن جاء إليك '*Mimman jaa' ilayk*,' intending one (male), one (female), two, or a group. The same applies to 'ma' ما" (Al-Zubaidi, 2011).

There is a dearth of Arabic grammar publications that address this particular practical topic. Although Ibn 'Aqeel provided an extensive discourse on the relative pronoun, his explanation of this topic was only cursory and speculative. According to the author's argument, when referring to a non-singular masculine entity, the relative pronoun may be in the singular male form, but its meaning could be dual or plural, similar to the pronouns "who/whom" and "what". In that particular scenario, it is conceivable to contemplate both the structure and the significance. The phrase "I am amazed by the one who stood up" can be expressed in Arabic in multiple ways, including "*mann qam*," "*mann qamat*," "*mann qama*," "*mann qamata*," "*mann qamu*," and "*mann qumna*" [15]. Although Ibn 'Aqeel contended that "in that scenario, both the form and the meaning can be deemed," his illustrations primarily underscored the latter. Additional clarification or background knowledge may be necessary in order to fully comprehend this concept.

Adequate comprehension of Al-Zubaidi's method can be achieved through examination of the i'rab examples he provided, without the need for interpretation. The aforementioned viewpoint is prominently showcased in the entirety of the literary work, with particular emphasis on the segment that is dedicated to the tools of the accusative case in the present tense. Al-Zubaidi's perspective differs from that of the grammarians of Basra in that he regards all the tools as accusative markers, as per the predominant approach adopted by most Kufan scholars. This viewpoint is documented in Al-Zubaidi's work from 2011. According to (Al-Zubaidi, 2011), the authors argue that while the article may be implicitly required after "*Lam al-Ta'leel*" and "*Lam al-Nafiyyah*," it is also implicitly required after "*Hatta*" and "*Waw al-Ma'iyyah*." As per a traditional adage credited to Al-Khalil, the accusative case is not utilised with a verb in the third person singular unless it is accompanied by an implicit or explicit marker. This implies that

markers are a prerequisite for the deployment of the accusative case (Al-Farsi, 1969). The approach utilised by the author is uncomplicated and conducive to learning for students as it presents the language in its true form without relying on subjective analysis or personal viewpoints (Al-Zubaidi, 2011).

Al-Zubaidi's book titled "*Al-Waḍiḥ fi al-Lughah al-'Arabiyyah*" provides a comprehensive analysis of the Arabic language, covering various aspects such as syntax, morphology, and phonetics. He typically alludes to the grammatical rulings that facilitate the formation of syntactic configurations in brief. In the aforementioned chapter concerning the passive participle with an unspecified agent, the author posited that verbs lacking explicit agents are endowed with a short vowel "damma" (o) at their onset, provided they are sound. This is exemplified by the verbs "ضُرِبَ" (ḍuriba) and "قُتِلَ" (qutila), as well as their present tense forms "يُضْرَبُ" (yuḍrabu) and "يُقْتَلُ" (yuqtalu) (Al-Farsi, 1969). In the section pertaining to *Maf''ul al Mutlaq*, also known as the cognate accusative, the author designates it as 'the chapter of masadir,' or verbal nouns. Within this chapter, it is noted that the verbal nouns of the three-letter bare verbs exhibit varying verb constructs, including but not limited to: فَعْل fa'l, فَعَال fa'al, فِعال fi'al, فُعول fu'ul, and فَعَل fa'al(Al-Zubaidi, 2011). The author subsequently expounds upon the matter, presenting distinct morphological facets of the subject matter being examined. The information that he has provided would be adequate for his learners or readers. Al-Zubaidi concisely elucidates the principle, enumerates its rules and procedural implementation, and subsequently furnishes instances to illustrate its practical application. Let us examine the elucidation of the chapter pertaining to *idafa*, which is the grammatical construction used to indicate possession or attribution in Arabic language. In his introduction, the author asserts that when a noun is added to another noun and is attributed to the latter with the intention of expressing possession, relationship, or kind, among other things, the added noun must be in the genitive case in all instances. The *Tanween*, which refers to the double vowel ending, needs to be eliminated from the added noun. The aforementioned rule is applicable to the usage of the term "noon" in both its dual and plural forms (Al-Zubaidi, 2011).

It is noteworthy that the author refrains from presenting a grammatical topic prior to providing an analysis and elucidation thereof. The aforementioned approach entails presenting the reader with a grammatical issue only after it has been discussed and explained, thereby rendering it a pedagogically sound educational strategy that merits adoption. This phenomenon is commonly observed in his body of work. The author cites the Kufic terminology in referring to prepositions as "*haruf al-khafd*" or generative prepositions. The aforementioned entities are solely referenced as illustrations in the section labelled "Generative preposition and what follows them" as documented by Al-Zubaidi (Al-Omari, 2016). In a comparable vein, Al-Batah solely discussed adjectives within their corresponding chapter and the subsequent chapters. The author arranged the chapter on agents and substitute agents prior to the chapter on adjectives, and subsequently presented subjects and predicates after the chapter on adjectives. The chapter on adjectives did not provide any examples pertaining to agents and substitute agents, in contrast to the chapter on predicates which utilised examples from the aforementioned chapter on adjectives (Al-Zubaidi, 2011). It is important to acknowledge that certain grammatical topics require immediate attention and cannot be deferred until their designated chapters. For instance, the author has taken into account the *idafa* construction and has discussed it in the initial sections of the book. It is possible that the

reason for this is that some grammatical topics necessitate learners' prior acquaintance with *idafa*. For instance, the six categories of nouns, which are present in every chapter of *i'rab* owing to their distinct grammatical i'rab that demands the student's focus, necessitate familiarity with *idafa*. Additionally, the chapter on adjectives, which the author refers to as the "chapter of adjectives," is also relevant (Al-Zubaidi, 2011).

3. An approach to the book "Sharh Ibn 'Aqeel"

The Alfiyah authored by Ibn Malik garnered significant renown, extending to great heights, and numerous scholars undertook the task of expounding upon, interpreting, and expanding upon its contents. The approaches and styles employed in these explanations exhibited considerable variation. Certain responses were brief, whereas others were more extensive. A few individuals conducted a thorough analysis, scrutinising each aspect, whereas others exhibited partiality, displaying a preference for the rectified rendition of the written material. Some managed to achieve a balance between conciseness and thoroughness, objectivity and partiality.

Bahauddin Ibn 'Aqeel, the commentator of Ibn Malik's Alfiyah, is among the individuals who adopted a moderate stance between the two opposing viewpoints. The author's intention was to strike a balance between conciseness and comprehensiveness in his writing. He sought to avoid the omission of crucial topics that may result from being overly brief, while also steering clear of an overabundance of extraneous details that may prove burdensome to learners. The presenter expounded upon the divergent viewpoints of the scholars, elucidating the distinct methodologies employed in their argumentation, with particular emphasis on the Basrian and Kufan factions. He exhibited impartiality in his evaluation of the original author's work, refraining from both unwarranted criticism and unwavering endorsement. He opted for a moderate stance when acquiring knowledge from his source. He concurred with the source's viewpoints that he deemed to be correct and precise while scrutinising those that he perceived to be ambiguous or incorrect (Ibn Aqeel, 1984). It is a common practice for disciplines to acquire renown based on their inception. However, what happened here was that Ibn Malik's Alfiyah (the original work) acquired its fame from Ibn 'Aqeel's explanation (the branch)!

The researcher has deduced from the analysis of "Sharh Ibn 'Aqeel" and other relevant literature that the divergent viewpoints among grammarians can be utilised to facilitate the comprehension of Arabic grammar for non-native learners. The normative convention in a linguistic domain can pose a challenge for neophyte learners, particularly those who are at the outset of their educational journey. Notwithstanding the divergent schools of thought and conflicting perspectives among grammarians, there exist elucidations that mitigate complexities and surmount hindrances within the diverse domains of grammar. The issue of utilising the fixed construct (*bina'*) of the present tense verb in conjunction with the emphatic "*noon*" or the fixed construct of the direct feminine "*noon*" and discerning between the direct and indirect noon necessitates a considerable degree of linguistic proficiency. Upon acquiring knowledge of the standard rule governing the i'rab of past and imperative verbs, as well as the declinability of present tense verbs, students are led to a further aspect within the grammatical framework. This pertains to the invariable structure of the present tense verb in conjunction with the feminine and emphatic "*noon*". The application of the *mabni* construct utilising the two aforementioned nouns is not universally absolute in accordance with the commonly recognised principle. Rather, it is contingent upon the level of closeness between the noun and the verb, which necessitates further elucidation within the domain of Arabic

morphology. Undoubtedly, this poses difficulties and challenges for students.

In the analysis of grammatical variations, Al-Akhfash posits that the present tense verb shall invariably be categorised as *mabni* upon encountering the emphatic letter "*noon*" (*noon al-tawkīd*), whether it is immediately preceded by it or not. This viewpoint is unquestionably more permissive than its forerunners as it refrains from imposing any conditions. The complexity of the condition at hand stems from its association with morphological factors. Certain grammarians have extended the categorisation of the present tense verb as *mu'rab* in all instances, including those where it is succeeded by the emphatic or feminine letter "*noon*," whether it is immediately preceded by it or not. This viewpoint is comparatively more comprehensible, approachable, and rational than its antecedents. Adopting a standardised approach to the use of present tense verbs is deemed more suitable as it mitigates discrepancies in their construction and streamlines the process. Utilising a singular i'rab case for a given verb form is a more streamlined approach compared to the alternative of introducing multiple complexities and subdivisions. Nonetheless, this observation does not contradict the fundamental principles of linguistic inquiry, as the phenomenon of morphological variation is a ubiquitous feature of all languages, not limited solely to Arabic. The phonetic characteristics that arise from the application of affixation to words are required.

There is a consensus among grammarians regarding the *bina'* of past tense verbs, however, there are variations in the markers used to indicate their formation. The prevailing belief is that it is constructed utilising the diacritical marks of *fathah*, *dammah*, and *sukoon*. Nevertheless, the accurate perspective is that it is consistently *mabni* on fathah. According to Sibawayh's statement, the Fathah is utilised in verbs that do not conform to the pattern of the present tense verb. For instance, the term "*daraba*" (he struck) is commonly used. According to Ibn Jinni, the *mabni* form of the past tense verb is comprised of two constructs, namely *fathah*, which encompasses all instances of the past tense verb (Al-Farsi, 1969). According to Al-Ashmunni (Al-Mousa, 1979), the verb can also be accompanied by fathah when used with the plural letter "و", the feminine letter "ن" (*noon*), and the first speaker letter "ت". This perspective is comparatively more accessible and presents a more compelling rationale. From a cognitive perspective, comprehending a singular aspect of a given issue is comparatively less demanding for a student than comprehending multiple aspects. The comprehension of "*mabni on fath muqaddar*" is not a challenging task for a student, particularly when it is associated with the subject ت, plural و and the feminine ن. The term "*muqaddar*" refers to a concept that is intangible and not subject to visual observation.

Regarding the strength of the argument, the meaning of "*bina'*" is stability and lack of change. If we say that the word is *mabni on fathah* at times, *dammah* at other times, and on *sukoon* at yet other times, the meaning of bina' will not be conveyed. The truth is that the variation of vowel markings at the end of the past tense verb is merely a phonetic issue that aligns with the relative pronouns (Abdullah, 2014). If one were to assert that the past tense verb is mabni on sukoon or dammah, it would be consistent to simultaneously claim that it can also be *mabni on kasrah*, as exemplified by the phrase "لم يدخلِ الطلاب الفصل". "The students did not enter the classroom." This is to address the collision of two consonants. This can serve as substantiation for the *bina'* of the present tense verb when it is conjoined with the feminine noon and the emphatic noon, given that the alteration in vowel markings is also a phonetic necessity.

Ibn 'Aqeel's commentary addresses an additional matter, namely the

"contradiction of rules," whereby a rule is initially instituted and subsequently rescinded. An instance of this phenomenon can be observed when a compound name is combined with a compound title, or when a compound name is juxtaposed with a singular noun. A case in point is the Arabic names "سعيد أنف" "عبد الله أنف الناقة" (*Abdullah anf al-naqah*) and "الناقة" (*Saeed anf al-naqah*). In such instances, the i'rab of the second noun is positioned after that of the first noun (Al-Osaili, 2016). Thus, asserting that the subject is mandatorily in the nominative case implies that it cannot be in the accusative or genitive case. The author asserted that the second noun should follow the i'rab of the first. Subsequently, the author introduced an additional rule, stipulating that the grammatical case could be either nominative or accusative. For instance, one could say "مررت بيزيد أنفُ الناقة" or "مررت بيزيد" "أنفَ الناقة" assuming the subject is in the nominative case and the verb is in the accusative case, as stated by Ibn 'Aqeel in 1980 AD. The matter at hand, namely the inconsistencies in grammatical rules among various grammarians, necessitates a distinct examination aimed at elucidating and scrutinising its complexities and origins, as well as deliberating upon its divergences. This issue can also arise in the context of discussing the precedence of the predicate (Ibn Aqeel, 1984).

The book appears to have placed greater emphasis on poetic verses and referenced prophetic traditions that were at odds with prevailing beliefs. However, it did not provide any linguistic evidence to support its general rule. Alternatively, it referenced infrequent and extraordinary occurrences found in literary works or cultural customs. Utilising the general rule as a basis for its citations would have been a more effective approach in fostering linguistic proficiency among the readership of the book. Linguistic competence among students is cultivated through adherence to the established conventions of the language, as opposed to prioritising obscure or infrequent pre-Islamic poetry. This phenomenon is applicable to all facets of the book. There is no exigency to delineate this phenomenon based on its prevalence or the restricted scope of the present context.

An essential illustration suggests that Banu al-Harith bin Ka'b, a group of Arabs, holds the belief that a verb appended to a dual or plural form is accompanied by a marker denoting duality or plurality, as expounded by Al-Saffar in his commentary on the book. As an illustration, the individuals referred to as قاما الزيدان 'qamā al-Zaydān', قاموا الزيدون 'qāmū al-Zaydūn' and قمن الهندات 'qamna al-Hindāt' are denoted by the Arabic letters أ 'alif', و 'waw', and ن 'noon', respectively, which signify the concept of duality or plurality. Similarly, the letter ت 'tā' in the phrase 'qāmat Hind' (Hind stood) is indicative of femininity in accordance with Arab culture. The noun that succeeds the aforementioned structure is in the nominative case (the noun 'Hind' in the phrase 'qāmat Hind'). Ibn 'Aqil cited several instances of the aforementioned linguistic matter but failed to furnish any instance of the overarching principle, opting instead to fabricate contrived illustrations. In addition, he exclusively drew upon poetic works and did not furnish any instances from the Quran, despite the existence of the aforementioned phenomenon therein. The preceding Quranic verse, "وَأَسَرُّوا النَّجْوَى الَّذِينَ ظَلَمُوا" is a good example. The presence of the phenomenon within the Quran serves as substantiation for the robustness of the principle. The fact that the rule is considered to be "rare" does not reduce its validity. While infrequent in previous times, the issue has become widespread in contemporary society, prompting the utilisation of grammatical rules. The occurrence has been alluded to in certain accounts of the Prophet (pbuh), and the writer has not presented it as an exemplification but instead denoted it as the dialect of Bani Harith as per Ibn Malik, in opposition to the methodology of appending the plural و "waw", dual أ "alif" or the

feminine ن"noon" to the verb accompanied with an explicit subject in accordance with other scholars of grammar (Ibn Aqeel, 1984). By adopting this methodology, an analysis of grammatical concerns, particularly those of a convoluted nature, reveals several avenues that transition from complexity to simplicity. These paths diverge from various interpretations and intricacies to a straightforward route that can be readily comprehended and expressed by the learner. Furthermore, as illustrated by the aforementioned instances and additional evidence, it is apparent that the utilisation of language and persuasive communication, in conjunction with explicit instruction, is not contingent upon logical or philosophical constructs. Numerous instances exist that corroborate this assertion; however, it is beyond the scope of this study to enumerate them all.

An Examination Of The Grammatical Structures Employed In The The Three Books And The Seven Texts

1. An Examination Of The Grammatical Structures Employed in The Three Books: Statistical Study

The present study investigates the frequency of grammatical structures in three distinct textbooks that vary in their treatment of grammatical rules. The aforementioned justifications validate the classification of Al-Zubaidi's "Al-Wadih" as a practical guide to grammar. The textbook "Al-Jumal" exhibits an unexpected arrangement of chapters and employs artificial examples to illustrate the rules, as previously noted. Ibn Aqeel's literary work delves into the divergent views among grammarians on specific matters, while incorporating a substantial corpus of poetry and verses from the Quran. Nonetheless, it primarily concentrates on infrequent and extraordinary instances. The inclusion of supporting evidence for commonly utilised rules that reflect the overall Arabic language would have conferred greater advantages for the linguistic advancement of learners or readers, had the commentator opted to do so. List of the grammar structures in the three textbooks:

HTTPS://DOCS.GOOGLE.COM/DOCUMENT/D/1ZILCMWPQW4CZEAGACJAHYRGTKCUOUO
HE27YIS88654C/EDIT?USP=SHARE_LINK

2. Analysis Of Grammatical Structures In Random Texts "Seven Texts"

The research attempted to diversify the study sample by selecting poetic and prose texts, as well as ancient pre-Islamic texts and others from the Islamic era, spanning different periods. It also included three contemporary modern texts. Furthermore, the research aimed to emphasise the variation between the texts, including informative texts for those who have limited exposure to literary language, texts for some contemporary Arabic literature figures like Farouk Jweideh, and ancient texts.

The sample of texts consists of seven passages, including both poetry and prose. Three of them are poetic, including eleven lines from the beginning of the poem يا عَبلُ أَينَ مِنَ المَنِيَّةِ مَهرَبي "O Abl, where is my escape from death?" by Antarah Ibn Shaddad, and ten lines from the poem واحر قلباه "My heart burns" by Al-Mutanabbi, beginning with the line أَنا الَّذي نَظَرَ الأَعمى إِلى أَدَبي "It's my poetry that the blind could see." Additionally, there are seven lines from the beginning of the "Nooniya" poem by Ibn Zaidoun, starting with the line أضحى التنائي بديلا من تدانينا "Separation has taken the place of our close contact." As for the four prose texts, two of them are pre-Islamic, namely the testament of Ummayah bint Al-Harith to her daughter and the speech of Nu'man ibn Mundhir in response to Khosrow. The other two texts are modern, one discussing e-learning by a media writer, and the other titled "And What's Next!" by Farouk Jweideh.

Statistics of grammatical structures in the seven texts:
HTTPS://DOCS.GOOGLE.COM/DOCUMENT/D/14ZI2ISTK5GRQWQV8W2QCUPF65ZCPPDN
CNNE97UCHI0O/EDIT?USP=SHARE_LINK

The statistical data has produced a significant number of grammatical structures that present difficulties in quantification within the confines of a restricted research inquiry. The aim of the researcher in this paper is to demonstrate the discrepancy between the practical implementation and theoretical analysis in the field of Arabic grammar. The aim is not to denigrate or diminish the importance of grammar, but rather to commence a genuine inquiry into the matter. The researcher will restrict the discourse to sixteen subjects, consisting of eight frequently referenced themes in the literature of grammarians and eight themes that are cited less frequently. These topics reveal a significant disparity between the actual outcomes and the findings of textual statistics.

3. **Comparison between the number of selected topics in the three books and the grammatical texts, along with the number of rules.**

Ideally, the rules of grammar ought to be explicitly stated within the main text of the research. However, the inclusion of all rules would surpass the pre-established word limit for the study. Thus, the present study will centre on examining the prevalent and infrequent rules and furnish a comparative chart of said regulations. Comparison of the frequency of occurrences in books and the number of rules in light of the frequency of their occurrences in texts:
HTTPS://DOCS.GOOGLE.COM/DOCUMENT/D/1BJ8TMB0UECEK1HKIL-
F7G_SQUEAMWZ_3PHZXRH00Q94/EDIT?USP=SHARE_LINK
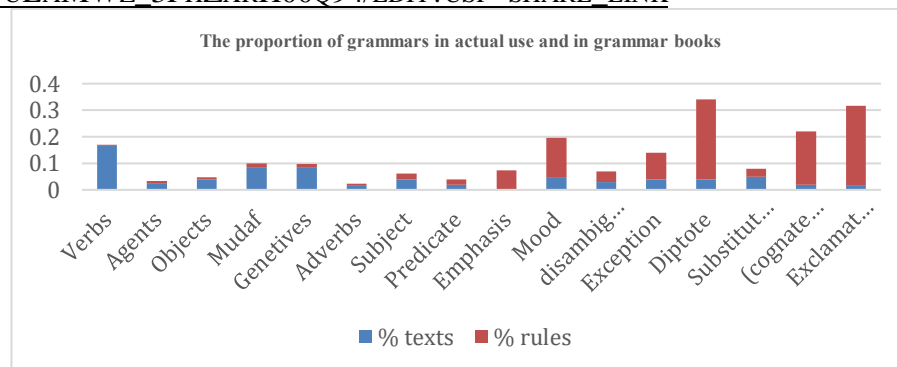
Fig. 1 Percentage Of Grammar Repetitions In Texts And Grammar Books

The graph effectively illustrates the disparity between the frequency of occurrences and the number of rules. The present observation highlights that topics which are infrequently reiterated in linguistic texts tend to garner considerable focus in grammatical literature or exhibit a substantial corpus of grammatical regulations. The topic of "diptote" is associated with 35 rules, whereas the topic of verbs, which is the most frequently occurring topic in grammatical compositions, is accompanied by only 26 rules in linguistic texts. Likewise, various recurrent themes in linguistic literature, such as the agent, object, predicate, adverb, preposition, and accusative case, are accompanied by a multitude of corresponding regulations.

Study of Grammar Constructs According to The CEFR
1. **Study of Languages According To Framework References**

The regulation of language instruction is a crucial factor in ensuring its efficacy and achievement of desired outcomes within a structured framework. Facilitating the

exchange of information related to the language programme between teachers and learners is made possible by transferring experiences and organising the process of language teaching and learning. It facilitates the delineation of educational goals and the identification of pertinent subject matter to effectively accomplish said goals. Furthermore, an examination of framework references can aid in the identification of efficacious learning methodologies, shared underpinnings, and crucial stages for the refinement and creation of educational programmes. The investigation of reference frameworks can facilitate the creation of appropriate language learning curricula, with the objective of establishing a uniform level of linguistic proficiency across various languages on a global scale. This statement pertains to the process of identifying the necessary language competencies that learners must acquire in order to effectively utilise the language in communicative contexts. This process involves determining the duration of time required for language acquisition, as well as the primary and secondary levels of proficiency that learners must progress through. The aforementioned statement highlights the significance of identifying the areas that require improvement to facilitate the acquisition of effective language skills by learners. Additionally, it emphasises the importance of establishing consistent criteria for evaluation that accentuate the positive outcomes attained by learners, rather than solely concentrating on their shortcomings. The aforementioned methodology effectively attains the intended objectives of the pedagogical procedure through its three essential components, namely the curriculum, instructor, and student (Al-Hajouri, 2016). The guidelines furnish a comprehensive outline of language proficiency levels, delineating the abilities and limitations of individuals with respect to language usage at each level, irrespective of the circumstances, chronology, or method of language attainment. These guidelines can also function as instruments for assessing the linguistic and functional competencies of students.

The Significance of Standardising Language Instruction in Curriculum Development and Design

The standardisation of language instruction is a crucial aspect in the development of a comprehensive curriculum that encompasses all facets of linguistic knowledge. According to (CEFR, 2020), the process of developing language specifications involves the analysis of language functions, grammatical rules, vocabulary, and ideas. This analysis is necessary for performing communicative tasks that are described in progressive scales. The curriculum ought to be both interconnected and sequential, with a focus on well-defined objectives that are in line with the proficiency levels and goals of language learners. The foreign language teaching programme ought to integrate contemporary theories and methodologies while remaining adaptable to development, assessment, and evaluation, and adhering to global language assessments.

The significance of standardising language instruction for educators. The standardisation of language instruction elucidates the necessary learning objectives for learners to proficiently utilise the language and attain communicative competence in an expedient and effective manner. The platform offers a range of resources to support individuals involved in textbook authorship, teaching, and assessment design. Additionally, it provides a set of standards for evaluating the linguistic proficiency of students, thereby aiding in the creation of exceptional language instructional materials. Moreover, it facilitates the instruction process for educators based on the individual requirements, incentives, preferences, and accessible materials for language acquisition

by means of communication between instructors and students.

The Significance Of Incorporating Standardised Language Education In The Development And Design Of Curricula

The significance of this lies in its contribution towards the development of a comprehensive curriculum that encompasses all aspects of linguistic knowledge. The process of developing language specifications necessitates the analysis of linguistic functions, grammar rules, vocabulary, and ideas. This analysis is crucial for the successful completion of communicative tasks that are described in progressive scales (CEFR, 2020). The curriculum ought to exhibit interconnectivity and sequence while adhering to explicit objectives and aligning with the goals and proficiency levels of language learners. The foreign language curriculum ought to align with contemporary pedagogical theories and methodologies, while also exhibiting adaptability to facilitate growth, assessment, appraisal, and harmonisation with international language assessments.

The Significance Of Establishing A Standardised Approach To Language Education For Educators

The key objective is to ensure that learners acquire the necessary knowledge and skills to attain communicative competence in the language in the most efficient manner possible while maintaining clarity and precision in the learning process. The platform offers a range of resources to aid individuals involved in the creation of textbooks, instruction, and assessments. Additionally, it provides a set of standards for assessing the linguistic proficiency of students, thereby facilitating the development of high-quality language instructional resources. Furthermore, it facilitates the pedagogical approach of educators by tailoring it to the individual requirements, incentives, preferences, and accessible materials for acquiring language skills via communication between instructors and students.

The standardisation of language education for learners facilitates their comprehension of linguistic knowledge and competencies, thereby enabling them to discern the objectives that they can attain. By means of self-evaluation, learners are able to measure their own knowledge against the predetermined benchmarks outlined by the framework. This approach serves to increase their motivation towards language acquisition by actively involving them in the learning process and providing them with a clear understanding of the specific goals they will attain. The standardisation of language education holds significant importance in the context of language testing. The established divisions serve as the basis for constructing tests that are in accordance with the guidelines, which are made available to test developers and administrators. The resource provides individuals with fundamental principles and guidelines for both the preparation and development of assessments, in addition to a range of measurement and evaluation instruments. Frameworks employ reference criteria to evaluate individual learners based on their respective levels of proficiency. Assessments are the sole means of ascertaining the language proficiency of learners and constitute a fundamental framework for charting their language learning trajectory, gauging the efficacy of the studied material, and evaluating pedagogical approaches (Al-Hajouri, 2016). Furthermore, the utilisation of overarching frameworks can aid in the efficient development of plans, allocation of resources, provision of compensation for implementation deficiencies, monitoring of outcomes, and implementation of requisite adjustments (CEFR, 2020).

2. Building Grammar Rules According to the CEFR Framework

Grammar rules are a fundamental element and a necessary condition for achieving proficiency in any language. It is recommended that programme developers and language instructors incorporate grammar rules into contexts that are both communicative and meaningful. It is imperative for educators to provide guidance and instruction to students regarding the functional application of grammar rules, rather than emphasising the memorisation of conjugations or interpretations that lack depth and assessment. Although grammar is a crucial element of language, studies indicate that providing explicit instruction on grammar has a restricted effect on language attainment and understanding. The provision of explicit grammar instruction has been observed to promote mechanical learning devoid of contextualisation, semantic interpretation, or practical application of the rule in communicative language use. Upon contemplation of grammatical rules with respect to their meaning, usage, and the rationale behind selecting one rule over another in a given context, learners' comprehension is broadened, and their utilisation of the target language is stimulated.

3. Proposed Grammar Structures According to CEFR Guidelines

Proposed grammar structures follow the link:
https://docs.google.com/document/d/1GkXVEN65Qdnl7l0OqgFJvNf3e9IvuONYtxMcLGNGgLY/edit?usp=share_link

Analysis of the Evaluation Form

The evaluation form sample consists of two categories: the expert category, referring to university professors specialized in teaching Arabic to non-native speakers, and the practitioner category, referring to those who teach Arabic to non-native speakers and have good experience in this field. The number of responding experts to the form evaluation was nine individuals, while the number of responding practitioners was seven, making a total of 16 participants. The form consisted of 43 descriptors that were based on the CEFR. However, the researcher did not rely solely on the descriptors provided by the European framework. There were additional descriptors, indicators, fields, and a student record. All of these can be used as criteria or goals that teachers and learners should achieve to ensure the student's good progress in the target language.

The CEFR framework has delineated three distinct levels of language proficiency, namely Basic, Intermediate, and Advanced. The hierarchical structure consisted of multiple levels, each of which was subdivided into two distinct sublevels denoted as A and B. As per the CEFR framework, the language proficiency levels amount to a total of six. The investigator followed the categorisation of language proficiency levels based on the CEFR framework, albeit with some deviation from the prescribed placement of descriptors within the sublevels as stipulated by the CEFR. Alternatively, the researcher may have implemented adaptations to the descriptors within sublevels A and B of each level, in order to align them more effectively with the unique characteristics of the Arabic language.

Therefore, the potential number of votes would be (16 respondents x 43 descriptors = 688 choices). Nevertheless, a few participants refrained from choosing certain descriptors, leading to a reduction in the available options, and the reasons for this occurrence remain unclear to the researcher. Nineteen votes were found to be missing among these options. Therefore, the precise tally of votes amounts to 669. The maximum

limit for the number of choices or votes will be determined by the researcher based on this final number. The evaluators are mandated to choose a single option from the set of five alternatives that have been presented to them. These options include Strongly Agree, denoted as T. AG, Agree, denoted as AG, Agree with Modification, denoted as AGM, Disagree, denoted as N.AG, and Strongly Disagree, denoted as S.D. AG. The findings derived from the assessment document are succinctly presented in the form of percentages as follows:

Table 1. Statistic of The Evaluation Form

Rate	Total	Percentage
Strongly Agree	431	64
Agree	171	26
Agree with Modification	47	0.07
Disagree	15	0.02
Strongly Disagree	5	0.007
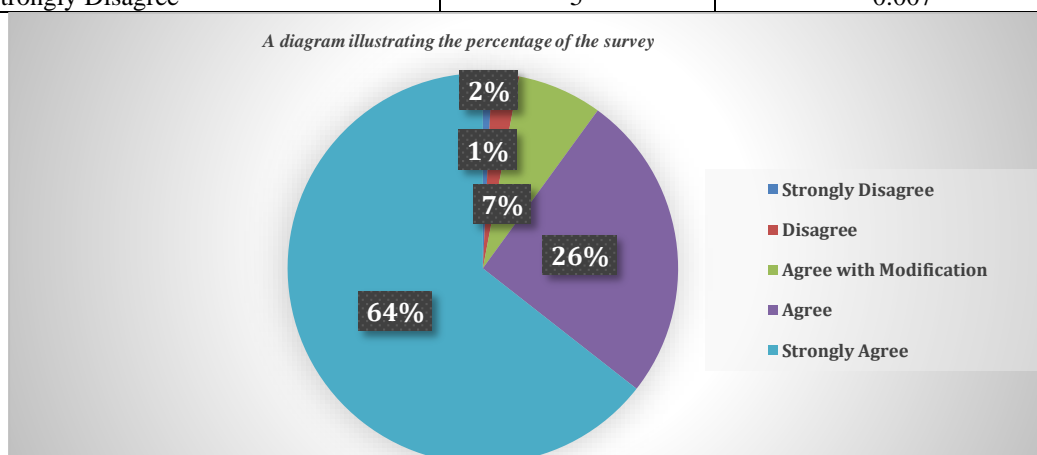
Fig. 2 Percentage The Evaluation Form

The data presented in the percentages for each of the five ratings indicates that satisfaction is distributed across various proficiency levels in accordance with the CEFR. The option "Strongly Agree" garnered a total of 431 votes, representing 64% of the overall votes cast. Meanwhile, the option "Agree" received 171 votes, accounting for 26% of the total votes. Collectively, they comprise 90% of the entire votes. The alternative "Agree with Modification" garnered 47 votes, constituting 0.07% of the total. One of the assessors provided feedback on the questionnaire, expressing that it is a well-crafted instrument that effectively categorises grammatical structures based on varying levels of language proficiency. Nevertheless, based on personal experience, some recommendations are proposed. It is advisable to refrain from introducing grammatical terminology at the elementary level. Furthermore, it is my contention that a single tool, namely the causal indicator 'because,' can be employed at the initial stage to establish causal relationships, and subsequently expanded upon as necessary. Several evaluators provided recommendations that were taken into account by the researcher. These suggestions primarily pertained to relocating particular structures from one level to another or re-evaluating the instruction of specific structures. The combined count of the two least favourable ratings, namely "Disagree" and "Strongly Disagree," amounted to 15 votes, which accounts for a mere 0.03% of the overall responses.

The results of the Cronbach's alpha for the research statistics based on the evaluators' opinions and choices yielded a coefficient of 0.968. This value indicates the

quality of the proposal and its applicability according to the evaluators' perspectives. Regarding the lower votes, despite their scarcity, the researcher attempted to analyse their reasons. It was found that there are two main reasons based on the comments provided: 1. The descriptors outlined in the CEFR framework do not indicate the proposed structures. 2. The proposed structures do not address the descriptors adequately. The researcher reviewed the distribution of structures based on these two observations and made adjustments accordingly. The most significant modifications made by the researcher, according to the evaluators' feedback, were as follows:

1. Relocate the lesson on "Embedding Content" from the last descriptor "Writing summaries of literary and professional works".

2. Relocate the structures: "Present tense emphasis, exception (إلا illa- غير ghayra - سوا suwa حاشا –hasha) and nasab to the descriptor that states: "Narrates coherently." Additionally, add "Study of different types of reference in the Arabic language" to this descriptor.

3. Under the descriptor: "Constructs clear and coherent texts," the researcher changed "Studied all basic structures" to "Definite and indefinite nouns and their complements or objects".

4. "Solar and lunar articles" are relocated to the lower level and taught in two stages: Firstly, in A1: "Initial idea about them" under the descriptor: "Fills in a personal form." Then, further elaboration on them is provided in level A2 in the descriptor that states: "Familiarises oneself with the environment around"...

5. The lesson on "Predicates - Simple Verb Phrases" as in the example محمد يكتب "Mohammed is writing" was relocated to level A2 under the descriptor: "Familiarises oneself with the environment around"...

6. The linking words كي – لكي (kayy – Likayy) "in order to" and the connectors: بينما (baynama) "While + sentence + sentence" and "Sentence + في حين (fi heen) meanwhile + sentence" are moved back to intermediate level B2 under the descriptor: "Writes a cohesive text using different tenses".

CONCLUSION

      The study of grammatical structures is one of the most important linguistic elements that language learners should master. The distribution of grammatical structures in Arabic language teaching materials for non-native speakers requires comprehensive studies to ensure their adequacy. The researcher of this study concluded that there is a significant flaw in the distribution of grammatical structures in instructional sequences for non-Arabic speakers. This flaw manifests in various forms, including flaws in order, classification, quantity, and methodology, among others. Unless we address these linguistic problems by studying the language itself with its characteristics before addressing them in an educational and psychological context (despite their importance), we will not achieve reliable results. This is what the researcher attempted to do in this study by examining grammatical structures in three grammatical books and conducting a statistical analysis of grammatical structures in live linguistic texts. The researcher also benefited from educational and psychological research, particularly the CEFR, and proposed suitable grammatical structures for each proficiency level.

      In conclusion, the study emphasises the importance of adopting a systematic and comprehensive approach to the study of Arabic grammar. It suggests the need for standardised guidelines based on linguistic analysis and statistical data to prioritise the

teaching and learning of grammar structures that are most relevant and commonly used in natural language. This approach will bridge the gap between theoretical grammar and practical language use, ultimately enhancing language proficiency and communication skills in Arabic. The research findings highlight several important points regarding the study of Arabic grammar:

1. The diversity of grammarians' opinions can contribute to facilitating the study of grammar in many aspects.
2. The standardisation of Arabic grammar rules according to scientific criteria has become an urgent necessity.
3. Framing the study of grammar structures based on textual analysis and reference frameworks regulates the processes of composition and education.
4. The most common grammar structures often do not receive the same attention as the less frequent or rare structures.
5. The study reveals a significant gap between the theoretical treatment of grammar structures and their usage in natural language. Frequently occurring structures receive brief study in grammar books, while structures that rarely appear in natural language receive extensive analysis and multiple judgments by grammarians.
6. The field of grammar studies is in urgent need of statistical methodology to identify the most important structures and the most frequently used rules in grammar and linguistic books, including prose, poetry, Hadith, and the Holy Quran.

ACKNOWLEDGMENT

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