

Mechanisms of Scientific Simplification in Arabic Grammar: A Descriptive-Analytical Study of the Arabic Language Textbook at the Primary Education Level

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Abstract

The transmission of knowledge from the teacher to the learner requires lowering it from the scholarly level to the learner's level. This principle constitutes the foundation upon which the teaching of sciences and knowledge is based, since Arabic grammar as a science differs from Arabic grammar as a teaching subject. Therefore, gradual instruction, moving from the simple to the complex and from generalities to details, is of utmost necessity so that knowledge may be properly organized and structured in the learner's mind. This study seeks to uncover the mechanisms of scientific simplification employed in Arabic grammar through an analysis of the grammar lessons prescribed at the three stages of primary education, as presented in the Arabic Language Textbook (Second Generation Curriculum).

This study addresses the following research problem: What mechanisms did the designers of the Arabic language curriculum for primary education adopt in presenting Arabic grammar lessons? Among its most important findings is that distinguishing between Arabic grammar as a science and Arabic grammar as a teaching subject is an urgent necessity, since the perception of Arabic grammar as difficult and complex stems primarily from confusion between these two concepts. In addition, the use and repetition of simple examples in teaching Arabic grammar constitute a mechanism of scientific simplification and are not related to any deficiency in the language itself or to the inability of grammarians to devise examples illustrating grammatical rules. Furthermore, highlighting grammatical disagreements while teaching Arabic grammar especially during the early stages of learning tends to distract learners rather than broaden their knowledge and develop their acquired competencies.

Based on these findings, the study recommends abandoning the mechanism of "modification" in knowledge transmission in general and grammatical instruction in particular. It also recommends expanding the use of the mechanism of "presenting grammatical knowledge in familiar contexts" so that it encompasses all lessons included in the Arabic language curriculum at both the primary and middle-school levels, while postponing the study of grammatical rules in their formal sense until the secondary level.

Keywords: Arabic Grammar; Scientific Simplification; Mechanisms; Arabic Language; Primary Education.

Introduction

At the outset, it is necessary to distinguish between grammar as a science and grammar as a curricular subject. Grammatical disputes, exceptions to rules, grammatical justifications, differences among tribal dialects, and variations in syntactic analyses are matters that serve little purpose when

teaching Arabic grammar to young learners. The nature of this educational stage requires gradual progression from the general to the specific, from the simple to the complex, from the easy to the difficult, and from the concrete to the abstract. The goal of education is not to provide learners with everything, but rather to provide them with what they need at the time they need it.

The issue of repeating the same examples in Arabic grammar books has often been criticized. Examples such as “Zayd stood up,” “‘Amr entered,” and “Zayd struck ‘Amr,” and similar constructions, have frequently been viewed as a shortcoming. In reality, this perspective is flawed for two reasons. First, the purpose is not to compile linguistic evidence, traditional expressions, or eloquent sayings that illustrate grammatical rules; rather, the objective is to exemplify the rule itself. As the saying goes, “An example clarifies the statement.” If the example itself requires explanation, the purpose of exemplification is defeated. Second, the example serves to reinforce the grammatical rule and functions as its sign and indicator. Such an indicator must convey meaning directly and unambiguously, without confusion or obscurity.

It is therefore time to view these stereotypical examples and other elements discussed in this study not as shortcomings, but as mechanisms of scientific simplification.

In light of the foregoing, the following question is posed:

What mechanisms did the designers of the Arabic language curriculum for primary education adopt in presenting Arabic grammar lessons?

Objective of the Study

This study aims to identify the mechanisms employed in simplifying Arabic grammar and presenting it to learners.

Methodology

This study adopts the analytical method. It was employed to analyze the lessons included in the study sample in order to infer the mechanisms of scientific simplification used in transmitting grammatical knowledge to learners at this educational stage.

Study Sample

The study covered the Arabic grammar lessons included in the Arabic language curriculum directed at pupils in the second and third cycles of primary education (Grades 3, 4, and 5), totaling 82 lessons distributed as follows:

37 lessons in Grade 3;

33 lessons in Grade 4;

12 lessons in Grade 5.

It should be noted that the Arabic language curriculum for the first cycle (Grades 1 and 2) does not include any grammar lessons due to the nature of this stage, which focuses primarily on extensive listening exposure and the acquisition of basic skills.

Scope of the Study

Temporal Scope

The study was conducted during the second semester of the year 2025.

Spatial Scope

The study was conducted on the Arabic language curriculum of the People's Democratic Republic of Algeria.

1.Components of the Teaching–Learning Process

The success of the educational process depends on the integration and interaction of three fundamental components (teacher – learner – knowledge). The teaching–learning process cannot be fully realized without the presence of all three elements, which together constitute what is known as the didactic triangle.

1.1 The Learner

The learner is the foundation and essence of the learning process. He or she is not merely a vessel to be filled with various forms of knowledge, but rather an active participant in its construction. The learner's role is not limited to reception (a passive role); it extends to discussion and dialogue (an active role). Therefore, it is essential to understand learners' psychological and cognitive backgrounds because of their influence on their inclinations, motivations, and interests. (Nuşayrāt, 2006, p. 47)

1.2 The Teacher

The teacher is the central element of the teaching–learning process. The responsibility for preparing and managing the learning environment, accompanying learners, guiding them, and providing direction rests upon the teacher. This role is fulfilled through the teacher's cognitive and communicative competence, as well as an understanding of learners' needs. (Zaytūn, 2005, pp. 79–80)

1.3 Knowledge

Knowledge refers to the body of targeted knowledge prescribed within the educational curriculum selected for implementation. It is also the scientific content intended to be taught to learners. (Daryūsh, 2019, p. 71) Such knowledge should be presented progressively, be appropriate to learners' characteristics, derive from their environment, and relate to their culture.

2.Didactic Relationships

A set of relationships emerges among the aforementioned components.

2.1 The Didactic Contract

The didactic contract refers to the set of rules governing the relationship between the learner and the teacher. It defines the rights and obligations of each party in a manner that serves the teaching–learning process. (Daryūsh, 2019, p. 72) It thus represents a mutual commitment between the two parties to perform the roles assigned to them. This relationship links the teacher and the learner.

2.2 Didactic Representations

Didactic representations refer to the ways in which learners employ their acquired knowledge to solve a particular problem. They therefore constitute the cognitive system that enables individuals to interpret phenomena and solve the problems they encounter. (Daryūsh, 2019, p. 74)

This relationship connects the learner and knowledge.

2.3 Knowledge Transfer

Didactic transposition is defined as the process of transferring knowledge from the domain of pure scientific inquiry to the sphere of educational practice so that it becomes compatible with learners' psychological characteristics and responsive to their needs through adaptation to teaching–learning situations. (Daryūsh, 2019, p. 74)

This relationship links two components of the teaching–learning process, namely the teacher and knowledge. Through this process, the teacher relies on a set of mechanisms known as scientific simplification mechanisms in order to transfer knowledge from the scientific domain to the educational domain.

3. Mechanisms of Scientific Simplification

3.1 Presenting Grammatical Knowledge in Familiar Contexts

This mechanism involves presenting a grammatical structure in different contexts that are familiar to learners. Its objective is to enable learners to use grammatical knowledge rather than merely recognize it.

In this case, grammatical knowledge is acquired implicitly through use rather than explicitly through definition and exemplification. As a result, learners become capable of constructing similar or entirely new structures employing the grammatical form in question, without necessarily possessing explicit knowledge of its grammatical function or technical designation.

Numerous examples illustrate this mechanism, including:

The Lesson “I Use the Forms (wa, fa, thumma, aw)”

Included in the Grade Three Arabic Language curriculum, this lesson presents grammatical knowledge related to certain conjunctions through various contexts characterized by simple vocabulary, uncomplicated structures, and familiarity to learners. No reference is made to the grammatical designation of these particles, their meanings, or their syntactic functions. (Ministry of National Education, 2017, p. 13)

The Lesson “I Use the Forms (sa-, sawfa)”

Included in the Grade Four Arabic Language curriculum, this lesson presents grammatical knowledge related to certain particles of meaning (future markers) through diverse contexts selected for their simplicity and familiarity to learners. At the same time, no indication is provided regarding the meanings of these particles or the contexts in which they are used. (Ministry of National Education, 2017, p. 29)

The Lesson “The Verb and Its Verbal Noun (Maşdar)”

Included in the Grade Five Arabic Language curriculum, this lesson presents grammatical knowledge concerning the derivation of the verbal noun through familiar contexts. Likewise, the lesson contains no explanation of the meanings of either the verb or the verbal noun, nor of the method by which the latter is derived from the former. (Ministry of National Education, Arabic Language, Fifth Year of Primary Education, 2019, p. 182)

The following table illustrates the lessons in which this mechanism was employed in presenting grammar instruction across the three grade levels.

Figure (01): Use of the Mechanism of Presenting Grammatical Knowledge in Familiar Contexts in Teaching Arabic Grammar.

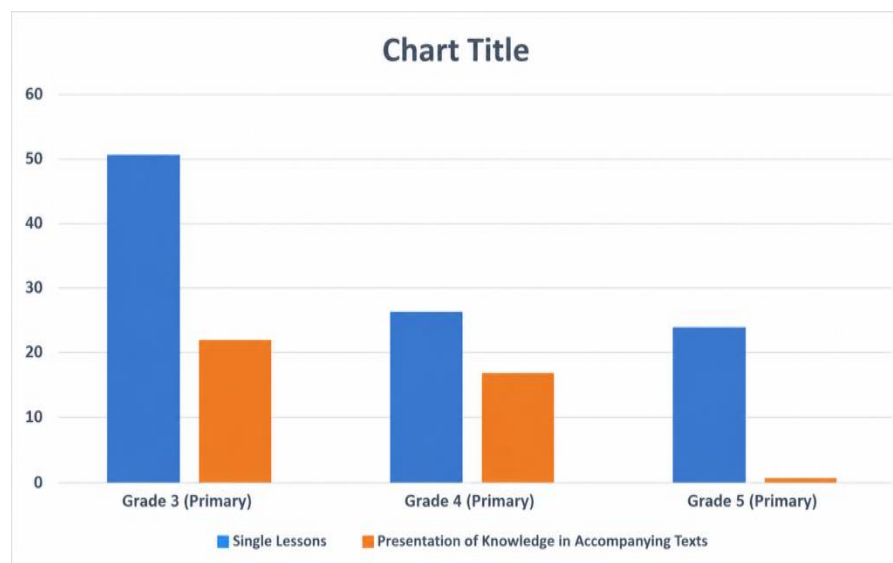
Level	Lesson Title	Page	Lesson Title	Page
Grade 3 (Primary)	Use the Connectives (and, so, then, or)	13	Discover and Use Pronouns	84
	Identify the Verb	16	Discover and Use Relative Pronouns	88
	Discover and Use the Masculine and Feminine Forms	16	Use the Structure (was/were + verb-ing / used to)	94
	Identify the Particle	20	Discover and Use Relative Pronouns	97

	Discover and Use sa-/will (Future Markers)	29	Identify except (<i>illā, siwā</i>)	105
	Identify the Imperative Verb	54	Discover and Use Demonstrative Pronouns	105
	Discover and Use Pronouns	54	Use the Structure (No sooner ... than ...)	115
	Discover and Use Pronouns	71	Discover and Use the Past and Present Tenses	118
	Use the Expressions perhaps / maybe	77	Identify the Interrogatives (هل، ما، من)	122
	Discover and Use Relative Pronouns	80	Use the Structures (if, were it not for)	128
	Use the Structure (Past Verb – until – Past Verb)	81	Discover and Use the Past and Present Tenses	131
Level	Lesson Title	Page	Lesson Title	Page
Grade 5 (Primary)	Nisba Adjectives (Relational Adjectives)	9	Simile Using ka'anna (as if)	64
	Adverbs of Time	13	Comparison (Degree of Comparison)	77
	Simile Using the Particle kāf (like/as)	17	Use the Structure (while – suddenly)	81
	Coordination (and, so, then, or)	26	Adverbs of Place	94
	Adverbs of Place	30	Use the Structure (were it not for – then)	98
	Cognate Accusative (Absolute Object)	34	Exception Using except (illā, siwā)	102
	Use the Future Markers sa- /sawfa (will)	43	Contrast Using but (lākin)	111
	Use the Structure (No sooner ... than ...)	51	Comparison (Degree of Comparison)	115
	Verbs Expressing Motion	60	Verb and Its Verbal Noun (Masdar)	182

Source: Prepared by the researcher.

It should be noted that this mechanism constitutes a prominent feature in the presentation of grammar lessons at this educational stage. This is evidenced by the expression “I Use the Form ...”, which appears as the title of many grammar lessons, particularly in the Arabic Language curriculum for Grade Three, to a lesser extent in Grade Four, and much less frequently in Grade Five. The following statistics illustrate this trend.

Figure (02): The Development of the Use of the Mechanism of Presenting Grammatical Knowledge in Familiar Contexts in the Teaching of Arabic Grammar.



Source: Prepared by the researcher.

The figure above is a graph illustrating the lessons in which the mechanism of presenting grammatical knowledge in familiar contexts was employed as a scientific simplification strategy for introducing grammatical knowledge to learners, compared with the total number of lessons prescribed in the annual Arabic Language curriculum for Grades Three, Four, and Five. The figure shows that this mechanism was used at a high rate in the Grade Three curriculum (43.14%) and in the Grade Four curriculum (65.56%), whereas its use was considerably lower in the Grade Five curriculum (4.17%).

This can be explained by the differing objectives of grammar instruction at the elementary and more advanced stages. In the early stages, the emphasis is on usage, whereas in the more advanced stages, the focus shifts to recognition, identification, and rule formulation.

3.2 Exemplification Instead of Definition

This mechanism relies on presenting examples and illustrative evidence while avoiding explicit definitions or formal descriptions of grammatical rules. The examples provided are expected to contain the grammatical rule, or at least part of it. The following lessons illustrate this mechanism:

The Lesson “I Discover the Active Participle (Ism al-Fā‘il)”

Included in the Grade Three Arabic Language curriculum, grammatical knowledge is presented in the following manner:

“The active participle, for example:

kharaja (to go out) → khārij (one who goes out)

la‘iba (to play) → lā‘ib (player).”

The lesson is limited to exemplifying the active participle without referring to its meaning, the method of its formation from triliteral or non-triliteral verbs, its syntactic function, or its grammatical inflection. (Ministry of National Education, Arabic Language, Third Year of Primary Education, 2017, p. 37)

The Lesson “I Identify the Past Tense Verb”

Included in the Grade Three Arabic Language curriculum, grammatical knowledge is presented according to the following pattern:

“The past tense verb, for example:

Munir drew a map of Algeria.”

The lesson contains no reference to the semantic value of the past tense, its patterns of construction, or the rules governing its grammatical analysis. (Ministry of National Education, Arabic Language, Third Year of Primary Education, 2017, p. 46)

The Lesson “Primary and Secondary Inflectional Markers”

Included in the Grade Five Arabic Language curriculum, grammatical knowledge is presented as follows:

“Secondary inflectional markers:

Wāw, for example:

‘Ali’s brother has a watch.’

‘The teachers are beloved.’

Alif, for example:

‘I heard Abu Muhammad say: Two apples fell.’

Yā’, for example:

‘I learned that the learners passed two examinations.’”

In each case, the secondary inflectional marker is illustrated through carefully selected examples, without any explanation of the nature of the marker itself, the grammatical rule governing it, or the contexts in which it occurs. (Ministry of National Education, Arabic Language, Fifth Year of Primary Education, 2019, p. 122)

The following table presents the lessons in which this mechanism was employed in teaching grammar across the three grade levels.

Figure (03): Use of the Mechanism of Exemplification in the Teaching of Arabic Grammar.

Grade Level	Lesson Title	Page
Grade 3 (Primary)	Discover and Use the Active Participle	37
	Identify the Past Tense Verb	46
	Discover and Use the Passive Participle	50
Grade 4 (Primary)	Not Available	—
Grade 5 (Primary)	Primary and Secondary Inflectional Markers	122
	The Indeclinable (Mabnī)	131

Source: Prepared by the researcher.

3.3 Modification (Adaptation)

This mechanism refers to modifying a grammatical rule in a manner that corresponds to the learner’s cognitive and intellectual abilities. An example of this mechanism can be found in the lesson “The Subjunctive Present Tense Verb”, included in the Grade Four Arabic Language curriculum.

In this lesson, it is stated that the present tense verb takes the subjunctive case when preceded by one of the following particles of subjunction, presented as: an, lan, kay, ḥattā, and lām al-ta‘līl (the lām of purpose).

In reality, according to traditional Arab grammarians, the particles that directly govern the subjunctive form of the present tense verb are four: an, lan, kay, and idhan. As for lām al-ta‘līl and ḥattā, the present tense verb following them is considered subjunctive because of an implied an—optionally implied after lām al-ta‘līl and obligatorily implied after ḥattā.

Since learners at this educational stage do not possess the cognitive or intellectual capacity required to grasp such distinctions and classifications, the grammatical rule is modified, and all of the

aforementioned particles are presented as direct governors of the subjunctive present tense verb. (Ministry of National Education, Arabic Language, Fourth Year of Primary Education, 2018, p. 80)

The following table presents the lessons in which this mechanism was employed in the teaching of grammar across the three grade levels.

Figure (04): Use of the Mechanism of Modification (Adaptation) in the Teaching of Arabic Grammar.

Grade Level	Lesson Title	Page
Grade 3 (Primary)	No dedicated lesson	—
Grade 4 (Primary)	Subjunctive Present Tense	80
	Active Participle	88
	Passive Participle	101
Grade 5 (Primary)	Subjunctive Particles of the Present Tense	46
	Exception Using (illā, ghayr, siwā)	105

Source: Prepared by the researcher.

3.4 Prevalence (Common Usage)

This mechanism is employed when multiple opinions exist regarding a single linguistic issue. In such cases, the most widely accepted or prevalent opinion is adopted. However, grammatical disagreement is not the only reason for relying on this mechanism in presenting grammatical knowledge. In many instances, the frequent use of certain linguistic forms in actual language practice, as opposed to others, contributes to their prevalence and consequently justifies limiting instruction to those forms when presenting the grammatical knowledge related to a particular topic.

Examples of the use of this mechanism in presenting grammatical knowledge include the following:

The Lesson “Types of Words”

Included in the Grade Four Arabic Language curriculum, grammatical knowledge is presented through the commonly accepted tripartite classification of words among Arab grammarians: noun, verb, and particle. This classification is adopted despite the existence of alternative classifications, such as:

The four-part classification proposed by Ibrahim Anis: noun, pronoun, verb, and particle. (Ibrahim Anis, 1996, p. 265)

The five-part classification proposed by Tammam Hassan: noun, adjective, pronoun, substitute (khālīfah), adverb, and particle. (Tammam Hassan, 1994, p. 90)

The seven-part classification proposed by Fadel Al-Saqi: noun, verb, adjective, substitute (khālīfah), adverb, pronoun, and particle. (Al-Saqi, 1977, p. 215)

(Ministry of National Education, Arabic Language, Fourth Year of Primary Education, 2018, p. 12)

The Lesson “The Subject (al-Fā‘il)”

Included in the Grade Three Arabic Language curriculum, grammatical knowledge is presented through the definition of the subject as:

“A noun indicating the one who performs the action, and it is always in the nominative case.”

This is the most common and widely circulated definition. However, it accurately applies only to certain examples. In sentences such as “Zayd died” and “‘Umar became ill,” the subject is not the performer of the action but rather the entity characterized by the event or state expressed by the verb. (Ministry of National Education, Arabic Language, Fourth Year of Primary Education, 2018, p. 33)

The Lesson “Prepositions”

Included in the Grade Four Arabic Language curriculum, the lesson presents the following prepositions:

fī (in), ilā (to), min (from), ‘alā (on), ‘an (about/from), bi- (with/by), and kāf al-tashbīh (the particle of comparison).

These are the most frequent and commonly used prepositions in Arabic discourse. Less common prepositions such as rubba, khalā, ‘adā, ḥāshā, mudh, mundhu, ḥattā, wāw al-qasam (the oath wāw), and tā’ al-qasam (the oath tā’) are omitted. (Ministry of National Education, Arabic Language, Fourth Year of Primary Education, 2018, p. 63)

The Lesson “The Five Nouns”

Included in the Grade Five Arabic Language curriculum, grammatical knowledge is presented through the statement that the nouns inflected with wāw in the nominative case, alif in the accusative case, and yā’ in the genitive case are five:

abū (father), akhū (brother), ḥamū (father-in-law), fū (mouth), and dhū (possessor of).

This represents the most common and widely accepted view, despite the existence of another noun, hanū, which follows the same pattern according to some grammarians. (Ministry of National Education, Arabic Language, Fifth Year of Primary Education, 2019, p. 63)

The Lesson “The Verbal Noun (Maṣdar)”

Included in the Grade Four Arabic Language curriculum, the verbal noun is defined as:

“The noun from which the verb is derived.”

This definition reflects the opinion of the Basran grammarians, whereas the Kufan grammarians maintain the opposite view, namely that the verb constitutes the origin from which derivatives are formed. (Ministry of National Education, Arabic Language, Fifth Year of Primary Education, 2019, p. 63)

The following table illustrates the lessons in which this mechanism was employed in the presentation of grammar instruction across the three grade levels.

Figure (05): Use of the Mechanism of Prevalence (Common Usage) in the Teaching of Arabic Grammar.

Grade Level	Lesson Title	Page	Lesson Title	Page
Grade 3 (Primary)	No dedicated lesson	—	No dedicated lesson	—
Grade 4 (Primary)	Types of Words	12	Prepositions	63
	Present Tense Verb	20	Kana and Its Sister Verbs	84

	Verbal Sentence	29	Cognate Accusative (Absolute Object)	97
	Subject (Agent)	33	Jussive Present Tense	101
Grade 5 (Primary)	Jussive Particles of the Present Tense	50	Cognate Accusative (Absolute Object)	101
	The Five Nouns	63	Relative Pronouns	101
	Verbal Noun (Masdar) Derived from a Triliteral Verb with One Additional Letter	63	—	—

Source: Prepared by the researcher.

3.5 Generalization in Presentation

This mechanism consists of presenting grammatical knowledge in a general manner without delving into details, exceptions, or complex qualifications. Examples of the use of this mechanism include the following:

The Lesson “I Identify the Present Tense Verb”

Included in the Grade Three Arabic Language curriculum, the present tense verb is introduced as follows:

“The present tense verb begins with one of the following letters: (‘a, n, y, t).”

This presentation is general and requires further specification. Not every verb beginning with one of these letters is necessarily a present tense verb. An additional condition must be added, namely that the initial letter should be an affixed (non-root) letter rather than an original root letter, and that the verb should denote an event associated with the present or future time. (Ministry of National Education, Arabic Language, Third Year of Primary Education, 2017, p. 50)

The Lesson “The Sentence Governed by Kāna and Its Sisters”

Included in the Grade Five Arabic Language curriculum, the presentation of grammatical knowledge is limited to mentioning some of the verbs belonging to the category of Kāna and its sisters and explaining their effect on the sentence. However, no reference is made to the various forms of their predicate (khabar), whether it is a single word, a clause, or a semi-clause, nor is the issue of predicate omission discussed. (Ministry of National Education, Arabic Language, Fifth Year of Primary Education, 2019, p. 33)

The Lesson “The Jussive Present Tense Verb”

Included in the Grade Three Arabic Language curriculum, grammatical knowledge is presented through the statement that:

“The present tense verb takes the jussive form when preceded by one of the following jussive particles: lam and lā al-nāhiyah (the prohibitive lā) ...”

No reference is made to the remaining jussive particles, to conditional particles that govern two present tense verbs, or to the various markers of the jussive mood. (Ministry of National Education, Arabic Language, Third Year of Primary Education, 2017, p. 50)

The following table illustrates the lessons in which this mechanism was employed in presenting grammar instruction across the three grade levels.

Figure (06): Use of the Mechanism of Generalization in Presentation in the Teaching of Arabic Grammar.

Grade Level	Lesson Title	Page	Lesson Title	Page
Grade 3 (Primary)	Identify the Sound Masculine Plural	29	Identify Kana and Its Sister Verbs	84
	Identify the Sound Feminine Plural	33	Identify Prepositions	97
	Identify the Broken Plural	37	Identify the Circumstantial Adverb (<i>Hāl</i>)	101
	Discover and Use Tanwīn (Nunation)	46	Identify the Adjective (Modifier)	114
	Identify the Present Tense Verb	50	Identify the Exclamatory Sentence	131
	Identify the Dual Form	80	—	—
Grade 4 (Primary)	Verbal Noun (<i>Masdar</i>)	122	—	—
Grade 5 (Primary)	Sentence Transformed by Kana and Its Sister Verbs	33	—	—
	Sentence Transformed by Inna and Its Sister Particles	29	—	—

Source: Prepared by the researcher.

3.6 Gradual Progression

Gradual progression refers to the presentation of grammatical knowledge in segmented stages rather than all at once. This process takes into account movement from the general to the specific, from summary to detail, or vice versa. A single lesson may therefore be divided into several parts distributed across the same educational level or across two consecutive educational levels. Examples of the application of this mechanism in teaching Arabic grammar at the primary education level include the following:

The Lesson “The Sentence and Its Types”

Included in the Grade Five Arabic Language curriculum, this lesson is preceded by the learner’s study of each sentence type separately during Grade Three through lessons such as:

“I Identify the Verbal Sentence”

“I Identify the Nominal Sentence”

“I Identify Other Nominal Sentences”

This represents a progression from the part to the whole and from detail to summary. (Ministry of National Education, Arabic Language, Fifth Year of Primary Education, 2019, p. 16)

The Lesson “The Verbal Sentence and Its Components”

Included in the Grade Five Arabic Language curriculum, this lesson is preceded by the learner's introduction to the verbal sentence in Grade Three. This represents a progression from summary to detail and from generalization to specification. (Ministry of National Education, Arabic Language, Fifth Year of Primary Education, 2019, p. 20)

3.7 Generalization

Through this mechanism, a part of a grammatical rule is presented as though it represented the whole. Examples of the use of this mechanism include the following:

The Lesson "I Identify the Noun"

Included in the Grade Three Arabic Language curriculum, the proper noun (the part) is presented as if it were the noun (the whole), rather than as one category among several categories of nouns. In reality, the noun category extends beyond proper nouns to include demonstrative pronouns, relative pronouns, personal pronouns, and others. However, the proper noun is presented here as representative of the noun category as a whole for the purposes of simplification and facilitation. (Ministry of National Education, Arabic Language, Third Year of Primary Education, 2017, p. 12)

The Lesson "Independent Pronouns"

Included in the Grade Four Arabic Language curriculum, independent nominative pronouns are presented (the part) as though they constituted independent pronouns in general (the whole), rather than being introduced as one type among others. In fact, independent pronouns are commonly classified into nominative and accusative forms. Nevertheless, grammatical knowledge is presented in this manner in order to facilitate learning and simplify the content for learners. (Ministry of National Education, Arabic Language, Third Year of Primary Education, 2017, p. 12)

The following table illustrates the lessons in which this mechanism was employed in presenting grammar instruction across the three grade levels.

Figure (07): Use of the Mechanism of Generalization in the Teaching of Arabic Grammar.

Grade Level	Lesson Title	Page
Grade 3 (Primary)	Identify the Noun	12
Grade 4 (Primary)	Independent Pronouns	12
	Nominative Case Markers of Nouns	114
	Accusative Case Markers of Nouns	118
	Genitive Case Markers of Nouns	122
Grade 5 (Primary)	No dedicated lesson	—

Source: Prepared by the researcher.

3.8 The Use of Standardized Examples

This mechanism consists of employing simple, constructed examples to explain grammatical rules, while observing the principle of linguistic economy that is, conveying the intended meaning with the least possible effort. It should be noted that grammar books abound with this approach to exemplification, to the extent that some have asked: "Does the Arabic language contain nothing other than 'Zayd stood up' and 'Amr entered'?" In reality, the purpose in such contexts is not stylistic expression but grammatical illustration. The establishment of a grammatical rule requires clarity and simplification rather than ambiguity and complexity.

An example of the use of this mechanism in teaching Arabic grammar is the following:

The Lesson "The Past Tense Verb"

Included in the Grade Four Arabic Language curriculum, the examples used to present grammatical knowledge in this lesson are:

“The boy entered.”

“The teacher arrived.”

These are standardized examples that frequently recur in grammar instruction. Although only one instance of such examples was identified in the study sample, this does not negate the fact that they represent one of the most widely employed mechanisms of scientific simplification in the teaching of Arabic grammar. (Ministry of National Education, Arabic Language, Fourth Year of Primary Education, 2018, p. 16)

Conclusion

The teaching of sciences and knowledge requires gradual progression, for bodies of knowledge differ in their levels of complexity, abstraction, and conceptual sophistication. Such progression must be accompanied by consideration of learners' cognitive and intellectual capacities and by the selection of what is most appropriate for each educational stage. Prior to all of this, however, knowledge must be transferred from its scholarly form to its educational form. This process is known as didactic transposition, through which the teacher (the pedagogical pole) adapts and simplifies knowledge and presents it to the learner (the psychological pole) in the form of rules, definitions, exercises, and learning activities. Achieving this objective requires the adoption of a set of mechanisms collectively referred to as scientific simplification mechanisms.

Grammatical knowledge, like other forms of knowledge, is transmitted through a variety of mechanisms, including: presenting knowledge in familiar contexts; exemplifying grammatical rules rather than defining them; providing general presentations while avoiding excessive detail; adopting the most prevalent grammatical opinions when disagreement exists; presenting a part of a grammatical rule as representative of the whole; and employing standardized examples.

The present study has yielded the following findings:

It is essential to distinguish between Arabic grammar as a scientific discipline and Arabic grammar as a school subject, since the widespread perception of Arabic grammar as difficult and complex stems largely from confusion between these two concepts.

The use and repetition of simple examples in teaching Arabic grammar constitute a mechanism of scientific simplification and are not indicative of any deficiency in the language itself or of an inability on the part of grammarians to devise illustrative examples for grammatical rules.

Emphasizing grammatical disagreements during the teaching of Arabic grammar, particularly in the early stages of education, tends to distract learners more than it contributes to expanding their knowledge or developing their competencies.

The purpose behind modifying grammatical rules is to accommodate learners' cognitive and intellectual capacities. Such modification should therefore not be viewed as a form of misinformation or pedagogical deception.

The researcher further recommends the following:

Abandoning the mechanism of modification (adaptation) in the transmission of knowledge in general, and grammatical knowledge in particular. When knowledge exceeds learners' cognitive and intellectual capacities, it is preferable to postpone its instruction rather than alter its content.

Expanding the use of the mechanism of presenting grammatical knowledge in familiar contexts so that it encompasses all lessons included in the Arabic language curriculum at both the primary and

middle-school levels, while postponing the formal study of grammatical rules until the secondary level.

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