

ARA 410

SELECTED TOPICS IN ARABIC GRAMMAR



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Course code: ARA 410

Course title: Selected Topics in Arabic Grammar

Course credit load: 2 Units

Series 1 Critical Approaches to Arabic Grammar

- **Part 1: Foundations of Critical Approaches**

- 1.1 Definition and scope of النقد النحوي (critical grammar)
- 1.2 Historical background of Arabic grammatical criticism
- 1.3 Importance of adopting a critical lens in grammar studies

- **Part 2: Analytical Tools in Arabic Grammar**

- 2.1 Key concepts: النحو (syntax), الصرف (morphology), and their critical evaluation
- 2.2 Comparative methods in analysing grammatical opinions
- 2.3 Fill-in-the-blank ITQs to reinforce recall of terms

- **Part 3: Case Studies of Critical Approaches**

- 3.1 Selected critiques from Ibn Madha' القرطبي
- 3.2 Examples of modern scholarly debates on grammar
- 3.3 Application of critical approaches to sample Arabic texts

- **Part 4: Implications of Critical Approaches**

- 4.1 Impact on teaching and learning Arabic grammar
- 4.2 Influence on contemporary linguistic thought
- 4.3 Advantages and limitations of النقد النحوي



Introduction

Arabic grammar, known as **النحو العربي**, has long been regarded as the backbone of the Arabic language. It provides the rules that govern how words are formed and connected, ensuring clarity and precision in communication. Yet, throughout history, scholars have not always agreed on the best way to approach these rules. Some have questioned the rigidity of traditional methods, while others have defended them strongly. This Series invites you to step into that critical space, where grammar is not only studied but also examined, debated, and challenged. By engaging with these perspectives, you will begin to appreciate why **النقد النحوي** (critical grammar) remains central to both classical and modern discussions of Arabic.

The aim of this Series is to equip you with the ability to critically analyse Arabic grammar, to evaluate scholarly arguments, and to apply these approaches to selected texts. In doing so, you will develop a deeper awareness of how grammar functions not only as a set of rules but also as a field of intellectual debate.

We shall commence this Series by exploring the foundations of **النقد النحوي**, including its definition, scope, and historical background. Next, we will move on to the analytical tools that enable us to examine grammar critically, focusing on concepts such as **النحو** (syntax) and **الصرف** (morphology). Following that, we will consider case studies, beginning with Ibn Madha' **القرطبي** and extending to modern scholarly debates. Finally, we will wrap up by discussing the implications of adopting critical approaches, particularly their impact on teaching, learning, and contemporary linguistic thought. This progression will allow you to build a structured understanding of critical approaches to Arabic grammar, step by step.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 1.1** define **النقد النحوي** (critical grammar) and explain its scope within Arabic grammar studies,
- **SLO 1.2** analyse the historical background of Arabic grammatical criticism and its relevance to **النحو العربي**,



- **SLO 1.3** explain and apply analytical tools such as النحر(syntax) and الصرف(morphology) in evaluating scholarly arguments,
- **SLO 1.4** evaluate selected case studies, including critiques by Ibn Madha' القرطبي and modern scholars, to demonstrate how critical approaches are applied to Arabic texts, and
- **SLO 1.5** assess the implications of adopting النقد النحوي for teaching, learning, and contemporary linguistic thought.

1.1 Foundations Of Critical Approaches

1.1.1 Definition and scope of النقد النحوي

The term النقد النحوي(critical grammar) refers to the systematic evaluation of Arabic grammatical rules, methods, and traditions. It involves questioning the assumptions of earlier grammarians, identifying inconsistencies, and proposing alternative interpretations. In this context, النقد means “criticism” or “evaluation”, while النحر refers to “syntax”, the study of how words are arranged to form meaningful sentences. Together, النقد النحوي highlights the intellectual practice of examining grammar beyond memorisation, encouraging learners to think critically about why rules exist and how they function.

Fill in the blank: النقد النحوي is the practice of systematically _____ Arabic grammatical rules and traditions.



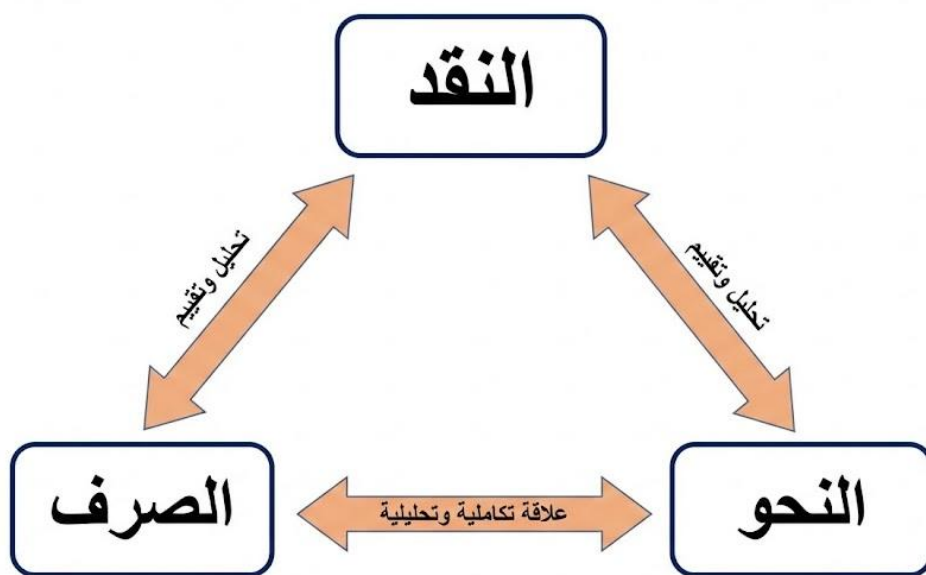


Figure 1.1 Relationship between criticism and grammar in Arabic studies

1.1.2 Historical background of Arabic grammatical criticism

Arabic grammar has a long and rich history, beginning with early scholars such as **الخليل بن أحمد** (Al-Khalīl ibn Ahmad al-Farāhīdī) and **سيبويه** (Sībawayh). Their works laid the foundation for classical grammar, but later scholars began to question the rigidity of these rules. For example, Ibn Madha' **القرطبي** argued that some grammatical complexities were unnecessary and hindered learners. This historical debate shows that **النقد النحوي** is not a modern invention but part of a continuous scholarly tradition.

Fill in the blank: Ibn Madha' **القرطبي** believed that certain grammatical _____ were unnecessary and burdensome for learners.





Plate 1.1 Early Arabic grammatical manuscripts

1.1.3 Importance of adopting a critical lens in grammar studies

Adopting a critical lens in grammar studies allows learners to move beyond rote memorisation. It encourages them to analyse why certain rules exist, to evaluate whether they are practical, and to apply them thoughtfully in both classical and modern contexts. For example, when studying الإعراب (declension), learners can ask whether the traditional rules still serve communication effectively today. This reflective approach strengthens both linguistic competence and intellectual independence.

Fill in the blank: Studying الإعراب critically helps learners to evaluate whether traditional rules still serve _____ effectively today.

Benefit	Description
Encourages deeper analysis of rules	Learners critically examine grammatical structures instead of relying on rote memorization.



Connects classical and modern contexts	Bridges traditional Arabic grammar with contemporary linguistic approaches, making learning more relevant.
Promotes independent thinking	Fosters analytical skills and autonomy, empowering learners to question, adapt, and apply grammar in diverse contexts.

Box 1.1 Benefits of adopting النقد النحوي

Pilot questions 1.1

1. النقد النحوي refers to the systematic evaluation of which aspect of Arabic studies?
2. Who were two early scholars that laid the foundation of Arabic grammar?
3. Which scholar argued that some grammatical complexities were unnecessary?
4. What is the main benefit of adopting a critical lens in studying الإعراب?
5. Fill in the blank: النقد النحوي encourages learners to think _____ about grammar rules.

1.2 Analytical Tools In Arabic Grammar

1.2.1 Key concepts: الصرف and النحو

The study of Arabic grammar relies heavily on two fundamental disciplines: **النحو** (syntax) and **الصرف** (morphology). **النحو** refers to the rules that govern how words are arranged in sentences, ensuring clarity and meaning. For example, the placement of **الفاعل** (subject) and **المفعول به** (object) determines the structure of a sentence. **الصرف**, on the other hand, deals with the internal structure of words, including how roots are modified to create different forms such as verbs, nouns, and adjectives. Together, these two tools provide the foundation for analysing and evaluating grammatical arguments.

Fill in the blank: While **النحو** focuses on sentence structure, **الصرف** focuses on the _____ of words.



العلاقة بين النحو والصرف في اللغة العربية

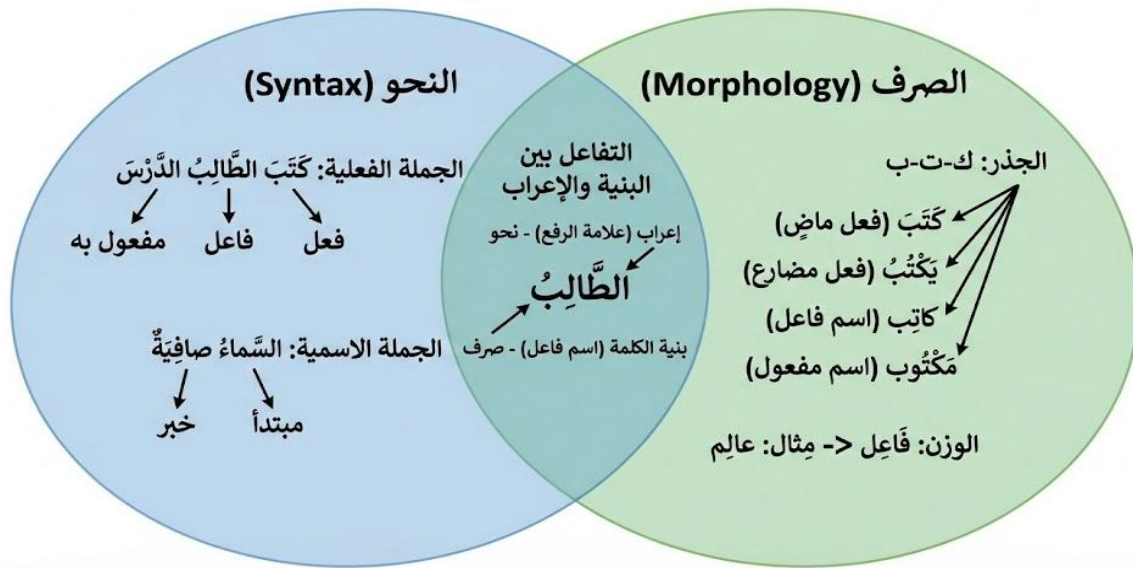


Figure 1.2 Relationship between syntax and morphology

1.2.2 Comparative methods in analysing grammatical opinions

Critical approaches often require comparing the views of different scholars. For instance, while Sībawayh (Sībawayh) emphasised strict adherence to grammatical rules, Ibn Madha' القرطبي argued for simplification. By placing these opinions side by side, learners can evaluate the strengths and weaknesses of each. Comparative analysis involves identifying points of agreement, areas of conflict, and the practical implications of each view. This method helps learners to appreciate that grammar is not static but dynamic, shaped by scholarly debate.

Fill in the blank: Ibn Madha' القرطبي argued for _____ in Arabic grammar, while Sībawayh emphasised strict adherence to rules.

Scholar	Approach	Key Outcome
Sībawayh	Advocated strict adherence to grammatical rules, codified in his seminal work <i>Al-Kitāb</i> .	Established a highly systematic framework that shaped classical Arabic grammar and linguistic tradition.



Ibn Madha'	Criticized excessive complexity, calling for simplification and practical use of grammar.	Sparked debates on accessibility, pedagogy, and the balance between tradition and practicality in Arabic grammar.
Comparative Outcome	Their contrasting views highlight the tension between preserving tradition and adapting grammar for practical teaching.	This debate continues to influence modern discussions on Arabic linguistics and OER-based pedagogy.

Box 1.2 Comparative views of Sībawayh and Ibn Madha'

1.2.3 Fill-in-the-blank ITQs to reinforce recall of terms

To strengthen your grasp of these analytical tools, consider the following practice:

- النحو deals with _____ structure.
- الصرف deals with _____ formation.
- Comparative analysis involves identifying points of _____ and _____ among scholars.

Tool	Definition	Example
النحو (syntax)	Rules governing sentence structure	ترتيب الفاعل والمفعول به
الصرف (morphology)	Rules governing word formation	تحويل الجذر كتب إلى كاتب

Table 1.1 Key analytical tools in Arabic grammar

Pilot questions 1.2

1. What does النحو primarily focus on in Arabic grammar?
2. What does الصرف primarily focus on in Arabic grammar?
3. Which scholar argued for simplification of grammar?



4. Which scholar emphasised strict adherence to rules?
5. Fill in the blank: Comparative analysis involves identifying points of _____ and _____ among scholars.

1.3 Case Studies Of Critical Approaches

1.3.1 Selected critiques from Ibn Madha' القرطبي

One of the most significant figures in the history of النقد النحوي (critical grammar) is ابن مضاء (Ibn Madha' al-Qurtubī). He challenged the complexity of traditional Arabic grammar, arguing that many rules were unnecessarily burdensome for learners. For example, he criticised the excessive reliance on العامل (governing agent), which refers to the word or element that determines the grammatical case of another word. Ibn Madha' believed that such concepts created confusion rather than clarity. His work represents an early attempt to simplify grammar and make it more accessible to students.

Fill in the blank: Ibn Madha' القرطبي criticised the excessive reliance on the concept of _____ in Arabic grammar.

Critique	Explanation	Pedagogical Impact
Rejection of the concept of العامل (governing agent)	Ibn Madha argued that the idea of “agents” controlling grammatical changes was unnecessary and overly abstract.	Simplifies grammar by removing metaphysical constructs, making rules more straightforward.
Simplification of grammatical rules	He sought to reduce the complexity of syntax, eliminating redundant categories and exceptions.	Creates a more accessible framework for learners, especially beginners.



Focus on learner accessibility	His reforms emphasized clarity and practical application over rigid adherence to tradition.	Promotes inclusive learning, aligning with modern OER goals of usability and adaptability.
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Box 1.3 Ibn Madha's key critiques

1.3.2 Examples of modern scholarly debates on grammar

Modern scholars such as أحمد أمين (Ahmad Amīn) and شوقي ضيف (Shawqī Daif) continued the discussion by calling for the easing of Arabic grammar. Ahmad Amīn argued that grammar should serve communication rather than hinder it, while Shawqī Daif emphasised the need to adapt grammar to modern educational contexts. These debates highlight the tension between tradition and practicality. On one side, scholars defend the integrity of classical grammar, while on the other, reformists seek to make grammar more accessible to contemporary learners.

Fill in the blank: Ahmad Amīn believed that grammar should serve _____ rather than hinder it.

Scholar	Position	Contribution
أحمد أمين (Ahmad Amīn)	Grammar should serve communication	Advocated simplification
شوقي ضيف (Shawqī Daif)	Grammar should adapt to modern education	Proposed easing rules

Table 1.2 Modern scholarly debates on Arabic grammar

1.3.3 Application of critical approaches to sample Arabic texts

Applying النقد النحوي to actual Arabic texts allows learners to see how theory translates into practice. For example, consider the sentence:

جاء الطالب إلى المدرسة (The student came to the school).

Traditional grammar explains this using the concept of العامل, where جاء (came) governs الطالب



(the student) as the subject. A critical approach, however, might question whether such reliance on العامل is necessary, suggesting instead that meaning can be derived directly from word order and context. This application demonstrates how critical perspectives can reshape our understanding of even simple sentences.

Fill in the blank: In the sentence جاء الطالب إلى المدرسة, traditional grammar explains the subject using the concept of _____.

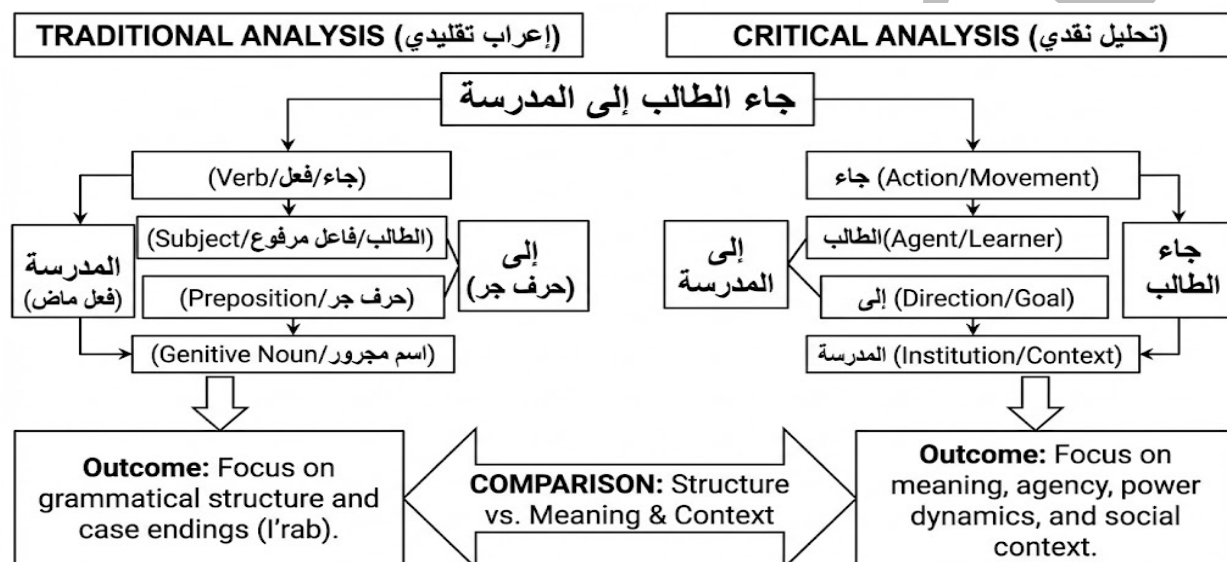


Figure 1.3 Traditional and critical analysis of a sample Arabic sentence

Pilot questions 1.3

1. Which concept did Ibn Madha' القرطبي reject as unnecessarily complex?
2. Which modern scholar argued that grammar should serve communication?
3. Which modern scholar emphasised adapting grammar to modern education?
4. In the sentence جاء الطالب إلى المدرسة, what concept is used in traditional grammar to explain the subject?
5. Fill in the blank: Critical approaches to grammar encourage learners to derive meaning directly from _____ and context.



1.4 Implications Of Critical Approaches

1.4.1 Impact on teaching and learning Arabic grammar

Adopting **النقد النحوي** (critical grammar) has significant implications for teaching and learning. Traditional methods often emphasised memorisation of rules, such as الإعراب (declension), without questioning their practical value. A critical approach encourages learners to ask why rules exist and whether they serve communication effectively. This shift promotes active learning, where students engage with grammar as a living system rather than a rigid framework. Teachers who adopt this perspective can design lessons that balance respect for tradition with responsiveness to learners' needs.

Fill in the blank: A critical approach to grammar encourages learners to ask why rules exist and whether they serve _____ effectively.

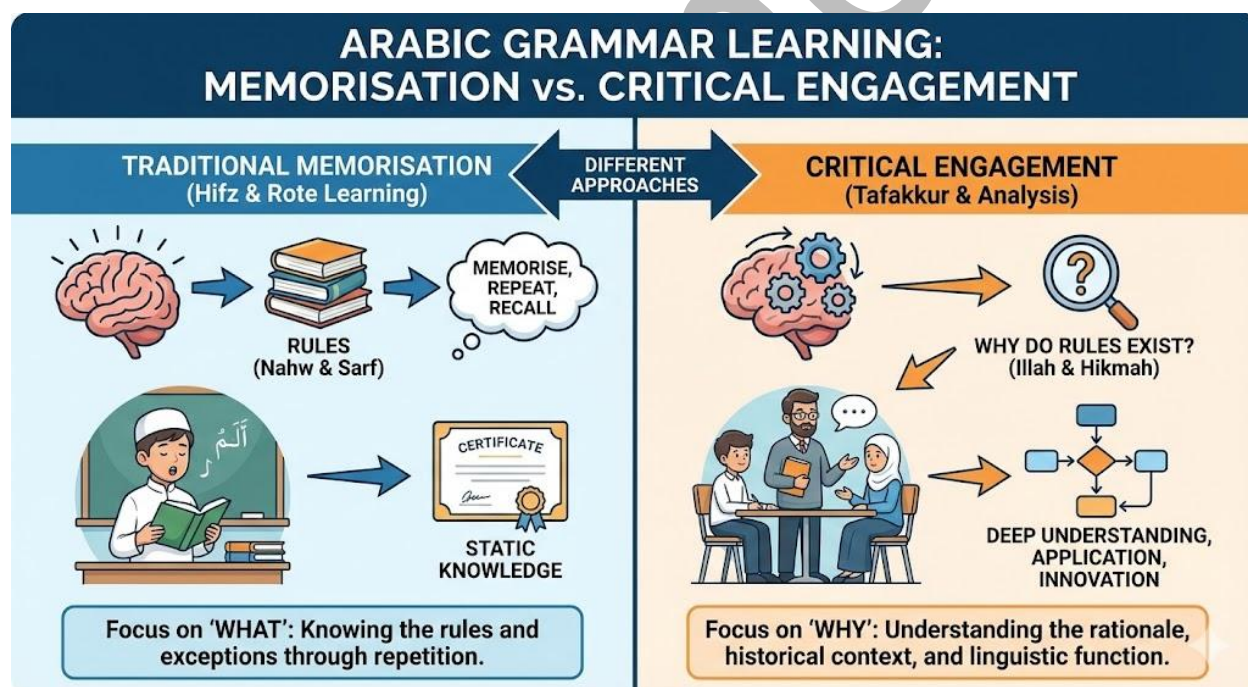


Figure 1.4 Traditional versus critical approaches in teaching grammar

1.4.2 Influence on contemporary linguistic thought

Critical approaches have also influenced modern linguistic thought. Scholars who question rigid rules often highlight the flexibility of Arabic as a language. For example, debates about



simplifying الإعراب show that grammar can evolve to meet the needs of contemporary speakers. This perspective aligns with broader linguistic theories that view language as dynamic and adaptable. By engaging with النقد النحوي, learners can connect Arabic grammar to global discussions in linguistics, making their study more relevant and interdisciplinary.

Fill in the blank: Modern linguistic theories often view language as _____ and adaptable.



Plate 1.2 Contemporary approaches to teaching Arabic grammar

1.4.3 Advantages and limitations of النقد النحوي

While النقد النحوي offers many benefits, such as promoting clarity and accessibility, it also has limitations. Simplifying grammar may risk losing some of the richness and precision of classical Arabic. For example, removing detailed rules of الإعراب could make texts less exact in meaning. Therefore, scholars must balance the advantages of accessibility with the need to preserve linguistic heritage. Learners should be aware that critical approaches are not about rejecting tradition entirely but about evaluating which aspects remain useful today.

Fill in the blank: Simplifying grammar may risk losing some of the _____ and precision of classical Arabic.



Aspect	Details	Implications
Advantage: Promotes clarity and accessibility	Simplifies complex grammatical concepts for learners.	Makes grammar more approachable, especially for beginners and non-specialists.
Advantage: Encourages active learning	Learners engage critically with rules rather than memorizing them.	Builds analytical skills and deeper understanding of language use.
Advantage: Connects grammar to modern contexts	Bridges classical frameworks with contemporary linguistic needs.	Enhances relevance in education, aligning with OER goals of adaptability.
Limitation: Risk of losing linguistic richness	Simplification may omit nuanced features of Arabic grammar.	Could reduce appreciation of the language's depth and heritage.
Limitation: Potential reduction in precision	Critical approaches may prioritize accessibility over exactness.	May lead to ambiguity in advanced linguistic analysis.
Limitation: Possible tension with tradition	Reformist views challenge long-standing grammatical frameworks.	Sparks debate between preserving heritage and modernizing pedagogy.

Box 1.4 Advantages and limitations of النقد النحوي

Pilot questions 1.4

1. What is the main benefit of adopting النقد النحوي in teaching Arabic grammar?
2. How do critical approaches influence contemporary linguistic thought?
3. What risk is associated with simplifying الإعراب?



4. Fill in the blank: Critical approaches to grammar aim to balance accessibility with preserving _____.
5. What is one limitation of النقد النحوي mentioned in this Part?



Series summary

This Series has introduced you to the foundations and significance of **النقد النحوي** (critical grammar) within Arabic studies. We began by defining its scope and tracing its historical background, showing how scholars such as Ibn Madha' **القرطبي** questioned traditional rules. We then examined the analytical tools of **النحو** (syntax) and **الصرف** (morphology), followed by comparative methods for evaluating scholarly opinions. Case studies highlighted critiques from Ibn Madha' and modern debates by Ahmad Amīn and Shawqī Daif, while practical applications demonstrated how critical approaches can reshape the analysis of Arabic texts. Finally, we explored the implications of adopting **النقد النحوي**, considering its impact on teaching, learning, and contemporary linguistic thought, as well as its advantages and limitations.

By completing this Series, you should now be able to define **النقد النحوي** and explain its scope (SLO 1.1), analyse its historical background (SLO 1.2), apply analytical tools such as **النحو** and **الصرف** (SLO 1.3), evaluate case studies from classical and modern scholars (SLO 1.4), and assess the broader implications of critical approaches for Arabic grammar and linguistics (SLO 1.5). These outcomes provide you with a structured foundation for engaging critically with Arabic grammar, preparing you for deeper exploration in the subsequent Series.

Glossary of terms

- **الإعراب (declension):** The system of marking the grammatical case of words in Arabic, usually through changes in vowel endings.
- **العامل (governing agent):** A grammatical concept in traditional Arabic grammar referring to the word or element that determines the case or form of another word.
- **النحو (syntax):** The branch of Arabic grammar concerned with sentence structure and the arrangement of words to form meaningful expressions.
- **النقد النحوي (critical grammar):** The practice of evaluating and questioning Arabic grammatical rules, traditions, and methods to identify strengths, weaknesses, and possible simplifications.



- **الصرف (morphology):** The branch of Arabic grammar that studies the internal structure of words, including how roots are modified to form different patterns such as verbs, nouns, and adjectives.
- **سيبويه (Sibawayh):** An early and influential Arabic grammarian whose work laid the foundation for classical grammar, emphasising strict adherence to rules.
- **ابن مضاء القرطبي (Ibn Madha' al-Qurtubī):** A medieval scholar who criticised the complexity of traditional grammar and advocated for simplification to aid learners.
- **أحمد أمين (Ahmad Amīn):** A modern scholar who argued that grammar should serve communication rather than hinder it.
- **شوقي ضيف (Shawqī Daif):** A modern scholar who emphasised adapting Arabic grammar to suit contemporary educational contexts.

Concept check questions [Series 1]

Objective questions

1. النقد النحوي refers to the systematic evaluation of which aspect of Arabic studies? (Linked to SLO 1.1)
2. Who was the scholar that rejected the concept of العامل in Arabic grammar? (Linked to SLO 1.2)
3. Which branch of Arabic grammar deals with word formation and modification of roots? (Linked to SLO 1.3)
4. Ahmad Amīn argued that grammar should serve _____ rather than hinder it. (Linked to SLO 1.4)
5. Simplifying grammar may risk losing some of the _____ and precision of classical Arabic. (Linked to SLO 1.5)

Short-answer questions



6. Define الصرف and provide one example of how a root word can be modified. (Linked to SLO 1.3)
7. Explain why Ibn Madha' القرطبي criticised the reliance on العامل. (Linked to SLO 1.2)
8. Describe one implication of adopting النقد النحوي for teaching Arabic grammar. (Linked to SLO 1.5)

Long-answer questions

9. Analyse the differences between the views of Sībawayh and Ibn Madha' القرطبي, and evaluate how their positions reflect the tension between tradition and simplification. (Linked to SLO 1.4)
10. Assess the advantages and limitations of النقد النحوي, and discuss how these might influence the future of Arabic grammar studies. (Linked to SLO 1.5)

Answers to concept check questions [Series 1]

Objective questions

1. Arabic grammar rules and traditions.
2. Ibn Madha' القرطبي.
3. الصرف (morphology).
4. Communication.
5. Richness.

Short-answer questions

6. الصرف is the study of word formation. For example, the root كتب can be modified into كاتب (writer).
7. Ibn Madha' argued that العامل created unnecessary complexity and confusion for learners.
8. It encourages active learning by prompting students to question rules and apply them thoughtfully.



Long-answer questions

9. **Basic response:** Sībawayh emphasised strict adherence to grammatical rules, while Ibn Madha' القرطبي sought simplification by rejecting concepts such as العامل. Their positions highlight the tension between preserving tradition and making grammar accessible.

Value-added response: Beyond the Series, this debate reflects broader linguistic issues of prescriptive versus descriptive approaches. Sībawayh's strictness ensured consistency, while Ibn Madha's reformist stance anticipated modern educational needs, showing how grammar evolves with societal demands.

10. **Basic response:** النقد النحوي offers advantages such as clarity, accessibility, and active learning, but risks losing linguistic richness and precision.

Value-added response: Outstanding learners may note that these implications extend to language policy and pedagogy. Simplification could make Arabic more accessible globally, but preserving classical structures ensures continuity of heritage. Balancing these factors will shape the future of Arabic grammar studies.



Answers to Pilot Questions [Series 1]

Part 1: Foundations of Critical Approaches

1. Arabic grammar rules and traditions.
2. سيبويه and الخليل بن أحمد الفراهيدي.
3. Ibn Madha' القرطبي.
4. Effective communication.
5. Critically.

Part 2: Analytical Tools in Arabic Grammar

1. Sentence structure.
2. Word formation.
3. Ibn Madha' القرطبي.
4. Sībawayh.
5. Agreement and disagreement.

Part 3: Case Studies of Critical Approaches

1. العامل.
2. Ahmad Amīn.
3. Shawqī Daif.
4. العامل.
5. Word order.

Part 4: Implications of Critical Approaches

1. It promotes active learning and clarity in teaching.
2. They highlight the flexibility and adaptability of Arabic grammar.
3. Losing linguistic richness and precision.



4. Linguistic heritage.
5. Possible reduction in precision and tension with tradition.



References and Attributions [Series 1]

General References (APA style)

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- Carter, M. G. (2004). *Sībawayhi*. Oxford: Oxford University Press.
- Versteegh, K. (1997). *The Arabic linguistic tradition*. London: Routledge.
- Owens, J. (1988). *The foundations of grammar: An introduction to medieval Arabic grammatical theory*. Amsterdam: John Benjamins.
- OER Commons. (n.d.). Retrieved from <https://www.oercommons.org>

Series-specific references and attributions

- Ibn Madha' al-Qurtubī. (1995). *Refutation of the grammarians* (Radd 'alā al-nuhāt). Translated and edited by R. Carter. Leiden: Brill.
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- Amīn, A. (1951). *Ḍuḥā al-Islām*. Cairo: Lajnat al-Ta'lif wa-l-Tarjama.
- Daif, S. (1976). *Al-Madāris al-Nahwiyya*. Cairo: Dār al-Ma'ārif.

Illustration attributions

- *Figure 1.1 Relationship between criticism and grammar in Arabic studies*
 - AI prompt: “Generate a simple diagram showing النحو, النقد, and الصرف connected in a triangular relationship with arrows indicating evaluation and analysis.”
 - Suggested OER search string: “Arabic grammar criticism diagram OER.”
- *Plate 1.1 Early Arabic grammatical manuscripts*
 - AI prompt: “Generate an image of an ancient Arabic manuscript page with handwritten grammar notes in classical calligraphy.”
 - Suggested OER search string: “Arabic grammar manuscript OER image.”



- *Box 1.1 Benefits of adopting النقد النحوي*
 - AI prompt: “Generate a text box summarising three benefits of adopting critical grammar approaches in Arabic.”
 - Suggested OER search string: “critical grammar benefits Arabic OER.”
- *Figure 1.2 Relationship between syntax and morphology*
 - AI prompt: “Generate a diagram showing syntax (النحو) and morphology (الصرف) as two overlapping circles with examples of sentence structure and word formation.”
 - Suggested OER search string: “Arabic syntax morphology diagram OER.”
- *Box 1.2 Comparative views of Sībawayh and Ibn Madha’*
 - AI prompt: “Generate a text box summarising comparative views of Sībawayh and Ibn Madha’ on Arabic grammar.”
 - Suggested OER search string: “Sibawayh Ibn Madha comparative grammar OER.”
- *Table 1.1 Key analytical tools in Arabic grammar*
 - AI prompt: “Generate a simple table showing syntax and morphology with definitions and examples in Arabic.”
 - Suggested OER search string: “Arabic grammar syntax morphology table OER.”
- *Box 1.3 Ibn Madha’s key critiques*
 - AI prompt: “Generate a text box summarising Ibn Madha’s critiques of traditional Arabic grammar.”
 - Suggested OER search string: “Ibn Madha Arabic grammar critique OER.”
- *Table 1.2 Modern scholarly debates on Arabic grammar*
 - AI prompt: “Generate a table comparing Ahmad Amīn and Shawqī Daif’s positions on Arabic grammar.”



- Suggested OER search string: “Ahmad Amin Shawqi Daif Arabic grammar debate OER.”
- *Figure 1.3 Traditional and critical analysis of a sample Arabic sentence*
 - AI prompt: “Generate a diagram comparing traditional and critical analysis of the Arabic sentence جاء الطالب إلى المدرسة.”
 - Suggested OER search string: “Arabic grammar traditional vs critical analysis OER.”
- *Figure 1.4 Traditional versus critical approaches in teaching grammar*
 - AI prompt: “Generate a diagram comparing traditional memorisation of Arabic grammar rules with critical engagement that asks why rules exist.”
 - Suggested OER search string: “Arabic grammar teaching methods OER diagram.”
- *Plate 1.2 Contemporary approaches to teaching Arabic grammar*
 - AI prompt: “Generate an image of a modern classroom with students learning Arabic grammar interactively using critical approaches.”
 - Suggested OER search string: “Arabic grammar modern classroom OER image.”
- *Box 1.4 Advantages and limitations of النقد النحوي*
 - AI prompt: “Generate a text box listing advantages and limitations of critical grammar approaches in Arabic.”
 - Suggested OER search string: “advantages limitations critical Arabic grammar OER.”



Series 2: Scholarly Perspectives on Arabic Grammar

Part 1: Classical Scholars and Their Contributions

- 2.1.1 سيبويه (Sībawayh) and الكتاب
- 2.1.2 الخليل بن أحمد الفراهيدي and early grammatical foundations
- 2.1.3 المبرد and later refinements in النحو

Part 2: Medieval Critiques and Developments

- 2.2.1 ابن مضاء القرطبي and rejection of العامل
- 2.2.2 الزمخشري and his grammatical interpretations in الكشف
- 2.2.3 ابن هشام الأنصاري and systematic approaches in مغني اللبيب

Part 3: Modern Scholarly Perspectives

- 2.3.1 أحمد أمين and calls for simplification
- 2.3.2 شوقي ضيف and adaptation to contemporary education
- 2.3.3 طه حسين and broader linguistic-cultural critiques

Part 4: Comparative Evaluation of Scholarly Views

- 2.4.1 Points of convergence among classical and modern scholars
- 2.4.2 Areas of divergence and debate
- 2.4.3 Implications for contemporary Arabic grammar studies

Introduction

In the last Series, we explored النقد النحوي (critical grammar) and examined how scholars have questioned and evaluated traditional rules. Building on that foundation, this Series turns our attention to the perspectives of major scholars across different periods. By studying their



contributions, critiques, and debates, you will gain a clearer understanding of how Arabic grammar has evolved as both a discipline and a tradition. This exploration is essential because it connects you directly to the intellectual heritage of Arabic linguistics and shows how scholarly voices have shaped the way grammar is taught and understood.

The aim of this Series is to familiarise you with the views of key scholars, both classical and modern, and to enable you to critically evaluate their contributions to Arabic grammar. By the end of the Series, you will be able to identify major scholarly positions, compare their arguments, and assess their relevance to contemporary studies.

We shall commence this Series by examining the contributions of classical scholars such as سيبويه and الخليل بن أحمد الفراهيدي, followed by later refinements from المبرد. Next, we will move on to medieval critiques and developments, focusing on Ibn Madha' الزمخشري, القرطبي, and ابن هشام. Subsequently, we will consider modern perspectives, including the calls for simplification by أحمد أمين, شوقي ضيف, and the broader cultural critiques of طه حسين. Finally, we will wrap up by evaluating points of convergence and divergence among these scholars, drawing out the implications for contemporary Arabic grammar studies. This progression will allow you to appreciate the scholarly dialogue that has shaped النحو العربي across centuries.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 2.1** describe the contributions of classical scholars such as سيبويه, الخليل بن أحمد, and الفراهيدي to the development of النحو العربي,
- **SLO 2.2** analyse the critiques and innovations of medieval scholars including ابن مضاء, ابن هشام الأنصاري, and القرطبي, الزمخشري,
- **SLO 2.3** explain the perspectives of modern scholars such as شوقي ضيف, أحمد أمين, and طه حسين on the teaching and simplification of Arabic grammar,
- **SLO 2.4** evaluate points of convergence and divergence among classical, medieval, and modern scholarly views, and



- **SLO 2.5** assess the implications of these scholarly perspectives for contemporary studies of النحو العربي.

2.1 Classical Scholars And Their Contributions

2.1.1 سيبويه (Sībawayh) and الكتاب

One of the most influential figures in Arabic grammar is سيبويه (Sībawayh), whose monumental work الكتاب remains a cornerstone of النحو العربي. الكتاب is considered the first comprehensive grammar of Arabic, systematically organising rules of syntax and morphology. Sībawayh introduced concepts such as الإعراب (declension) and emphasised the role of العامل (governing agent) in determining case endings. His approach established a rigorous framework that shaped subsequent generations of grammarians.

Fill in the blank: سيبويه's الكتاب is regarded as the first comprehensive _____ of Arabic.



Plate 2.1 Manuscript of Sībawayh's الكتاب

2.1.2 الخليل بن أحمد الفراهيدي and early grammatical foundations



Another foundational scholar is **الخليل بن أحمد الفراهيدي** (Al-Khalīl ibn Ahmad al-Farāhīdī), renowned for his contributions to both grammar and lexicography. He is credited with developing the first Arabic dictionary, *Kitāb al-‘Ayn*, and with pioneering the study of prosody (علم العروض). In grammar, Al-Khalīl laid groundwork for systematic analysis of roots and patterns, which later influenced الصرف (morphology). His emphasis on linguistic structure helped establish Arabic grammar as a scientific discipline.

Fill in the blank: **الخليل بن أحمد الفراهيدي** is credited with compiling the first Arabic _____, *Kitāb al-‘Ayn*.

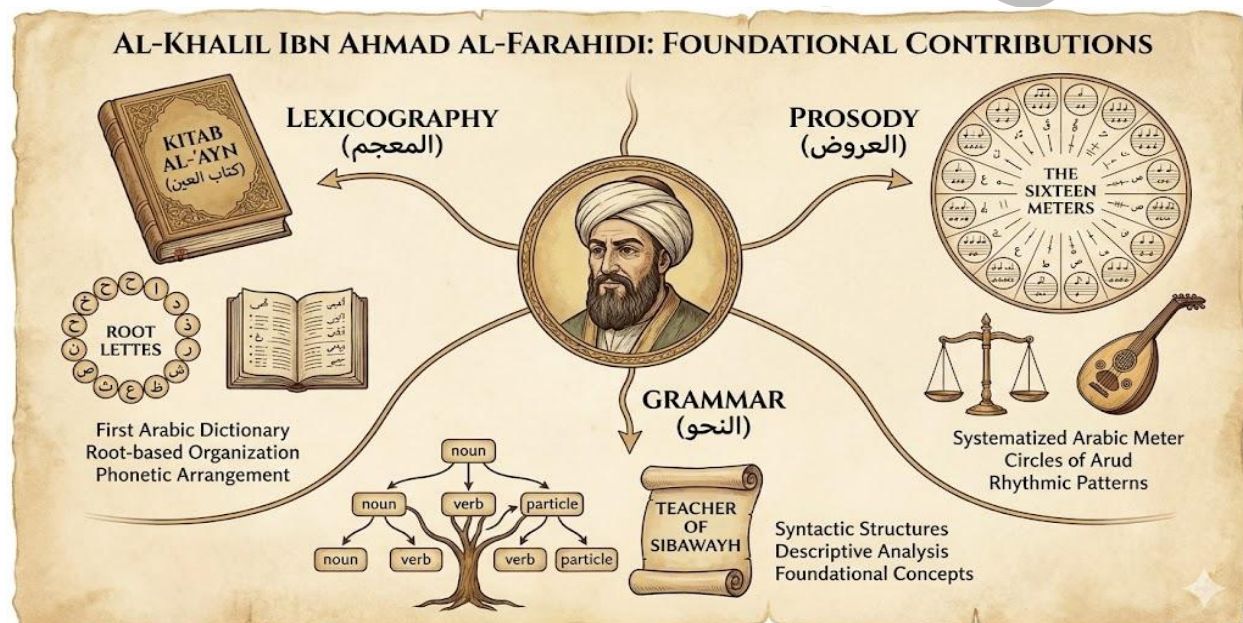


Figure 2.1 Contributions of Al-Khalīl ibn Ahmad al-Farāhīdī

2.1.3 المبرد and later refinements in النحو

المبرد (Al-Mubarrad) was a later classical grammarian who refined many of the ideas introduced by Sibawayh. His work **المقتضب** provided detailed explanations of grammatical rules and offered clarifications on points of debate. Al-Mubarrad's contributions reflect the ongoing scholarly effort to preserve, refine, and expand upon the foundations of Arabic grammar. He is often remembered for his precise analysis and his role in consolidating the Basran school of grammar.



Fill in the blank: *المبرد's المقتضب* is a key work that refined and clarified many of the rules introduced by ____.

Contribution	Explanation	Impact
Authored <i>al-Muqtaḍab</i>	One of his most important works, offering detailed grammatical analysis and commentary.	Became a foundational text in Arabic grammar, widely studied in the Basran tradition.
Clarified grammatical debates	Engaged with complex issues raised by earlier grammarians, including Sībawayh.	Helped resolve ambiguities and provided systematic interpretations of rules.
Consolidated the Basran school of grammar	As a leading figure of the Basran school, he defended and refined its principles against the Kufan school.	Strengthened the Basran tradition, ensuring its dominance in classical Arabic linguistic thought.
Authored <i>al-Kāmil</i>	A comprehensive work covering grammar, lexicography, and literature.	Preserved a wealth of linguistic and literary knowledge, influencing later scholars.

Box 2.1 Key contributions of *المبرد*

Pilot questions 2.1

1. What is the title of Sībawayh's foundational grammar work?
2. Who compiled the first Arabic dictionary, *Kitāb al-ʿAyn*?
3. Which scholar pioneered the study of prosody (علم العروض)?
4. What is the title of *المبرد's* major grammatical work?
5. Fill in the blank: Al-Mubarrad consolidated the _____ school of grammar.



2.2 Medieval Critiques And Developments

2.2.1 ابن مضاء القرطبي and rejection of العامل

One of the most notable medieval voices in Arabic grammar was **ابن مضاء القرطبي** (Ibn Madha' al-Qurtubī). He strongly criticised the complexity of traditional grammar, particularly the concept of **العامل** (governing agent), which assigns grammatical case endings based on external factors. Ibn Madha' argued that such reliance created unnecessary difficulty for learners and distracted from the natural flow of the language. His work **الرد على النحاة** (Refutation of the Grammarians) represents a bold attempt to simplify grammar and make it more accessible.

Fill in the blank: Ibn Madha' القرطبي rejected the concept of _____ because he believed it created unnecessary difficulty for learners.

Contribution	Explanation	Impact
Criticised reliance on العامل (governing agent)	He rejected the traditional concept that grammatical changes were caused by abstract “agents.”	Simplified the theoretical framework, reducing metaphysical complexity in grammar.
Advocated simplification of grammar rules	Proposed eliminating redundant categories and exceptions to make grammar more practical.	Made grammar more accessible for learners and teachers, especially in non-specialist contexts.
Authored <i>al-Radd ‘alā al-Nuḥāt</i> (Refutation of the Grammarians)	His major work systematically challenged the dominant Basran tradition.	Established him as a reformist grammarian, influencing later debates on pedagogy and accessibility.

Box 2.2 Ibn Madha's contributions

2.2.2 الزمخشري and his grammatical interpretations in الكشاف



الزمخشري (Al-Zamakhsharī) was a prominent scholar whose work **الكشاف** combined grammar with Qur'anic exegesis. He applied grammatical analysis to interpret meanings in the Qur'an, showing how syntax and morphology could illuminate theological and linguistic insights. His approach demonstrates the close relationship between grammar and tafsīr (interpretation).

Al-Zamakhsharī's emphasis on precision in language reinforced the importance of grammar in understanding sacred texts.

Fill in the blank: الزمخشري's **الكشاف** is a work that combines grammar with _____.



Plate 2.2 Manuscript of Al-Zamakhsharī's **الكشاف**

2.2.3 مغني اللبيب and ابن هشام الأنصاري

Ibn Hishām al-Anṣārī (ابن هشام الأنصاري) is remembered for his systematic and detailed approach to grammar. His work **مغني اللبيب عن كتب الأعاريب** is considered one of the most comprehensive grammatical references. Ibn Hishām organised grammatical topics logically, making them easier to study and apply. He clarified complex issues and provided examples that remain influential in Arabic grammar studies today. His contributions represent the maturity of medieval grammatical scholarship.



Fill in the blank: ابن هشام الأنصاري's *مغني اللبيب* is regarded as one of the most _____ grammatical references in Arabic.

Scholar	Major Work	Contribution
ابن مضاء القرطبي	<i>الرد على النحاة</i>	Rejected العامل, simplified grammar
الزمخشري	<i>الكشاف</i>	Combined grammar with Qur'anic exegesis
ابن هشام الأنصاري	<i>مغني اللبيب</i>	Systematic organisation of grammar

Table 2.1 Key medieval scholars and their contributions

Pilot questions 2.2

1. Which concept did Ibn Madha' القرطبي reject in his critique of grammar?
2. What is the title of Ibn Madha's major work?
3. الزمخشري combined grammar with which field in الكشاف?
4. What is the title of Ibn Hishām's systematic grammar reference?
5. Fill in the blank: Ibn Hishām's *مغني اللبيب* is considered one of the most _____ grammatical references.

2.3 Modern Scholarly Perspectives

2.3.1 أحمد أمين and calls for simplification

أحمد أمين (Ahmad Amīn) was a modern scholar who argued that Arabic grammar should serve communication rather than hinder it. He believed that excessive complexity in rules such as الإعراب (declension) discouraged learners and made grammar appear inaccessible. His perspective emphasised practicality, urging teachers and scholars to focus on how grammar supports everyday usage of the language. Ahmad Amīn's call for simplification reflects a broader trend in modern linguistics that prioritises clarity and learner engagement.

Fill in the blank: Ahmad Amīn argued that grammar should serve _____ rather than hinder it.



Principle	Explanation	Educational Impact
Grammar should serve communication	Amīn emphasized that grammar is a tool for effective expression, not an end in itself.	Shifts focus from abstract rules to practical language use.
Simplification makes grammar accessible	He advocated reducing unnecessary complexity in grammatical instruction.	Broadens access for learners, especially those outside specialist circles.
Focus on practical usage	Prioritized everyday application of grammar over rigid adherence to tradition.	Aligns grammar teaching with modern needs, supporting OER goals of usability and adaptability.

Box 2.3 Ahmad Amīn's perspective

2.3.2 شوقي ضيف and adaptation to contemporary education

شوقي ضيف (Shawqī Daif) emphasised the importance of adapting Arabic grammar to modern educational contexts. He argued that teaching methods should evolve to meet the needs of contemporary learners, who often struggle with the rigid structures of classical grammar. Shawqī Daif proposed easing certain rules and presenting grammar in a way that aligns with modern pedagogy. His contributions highlight the tension between preserving tradition and ensuring accessibility in education.

Fill in the blank: Shawqī Daif emphasised adapting Arabic grammar to _____ contexts.

Scholar	Position	Contribution
أحمد أمين (Ahmad Amīn)	Grammar should serve communication	Advocated simplification
شوقي ضيف (Shawqī Daif)	Grammar should adapt to modern education	Proposed easing rules

Table 2.2 Modern scholars and their perspectives

2.3.3 طه حسين and broader linguistic-cultural critiques



طه حسين (Tāhā Ḥusayn) approached grammar from a wider cultural and linguistic perspective. He questioned whether traditional grammar adequately reflected the living language of Arabic speakers. His critiques extended beyond technical rules to include the role of grammar in shaping cultural identity and education. By situating grammar within broader intellectual debates, Tāhā Ḥusayn encouraged scholars to consider how linguistic traditions interact with social and cultural change.

Fill in the blank: طه حسين questioned whether traditional grammar adequately reflected the _____ language of Arabic speakers.

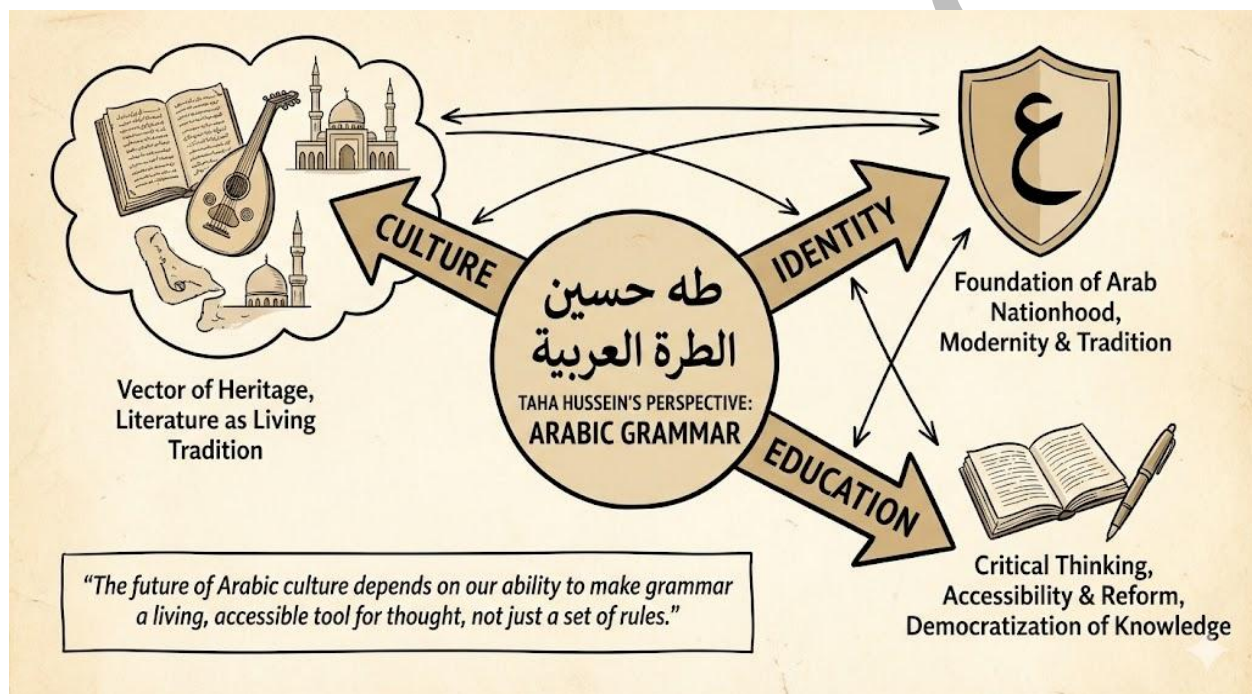


Figure 2.2 طه حسين's broader perspective on grammar

Pilot questions 2.3

1. What did Ahmad Amīn argue grammar should serve?
2. Which scholar emphasised adapting grammar to modern educational contexts?
3. What was the title of Shawqī Daif's main contribution to grammar debates?
4. طه حسين questioned whether grammar reflected the _____ language of Arabic speakers.



5. Fill in the blank: Modern perspectives on grammar often prioritise _____ and accessibility.

2.4 Comparative Evaluation Of Scholarly Views

2.4.1 Points of convergence among classical and modern scholars

When we compare the perspectives of classical, medieval, and modern scholars, certain points of convergence become clear. All scholars, regardless of period, recognised the importance of **النحو** (syntax) and **الصرف** (morphology) as the backbone of Arabic grammar. Even those who criticised aspects of tradition, such as ابن مضاء القرطبي, did not dismiss the need for systematic study. Modern scholars like أحمد أمين and شوقي ضيف continued to value grammar but sought to make it more accessible. This shared commitment to preserving the language demonstrates a continuity across centuries.

Fill in the blank: Despite differences, all scholars agreed on the importance of _____ and morphology as the backbone of Arabic grammar.

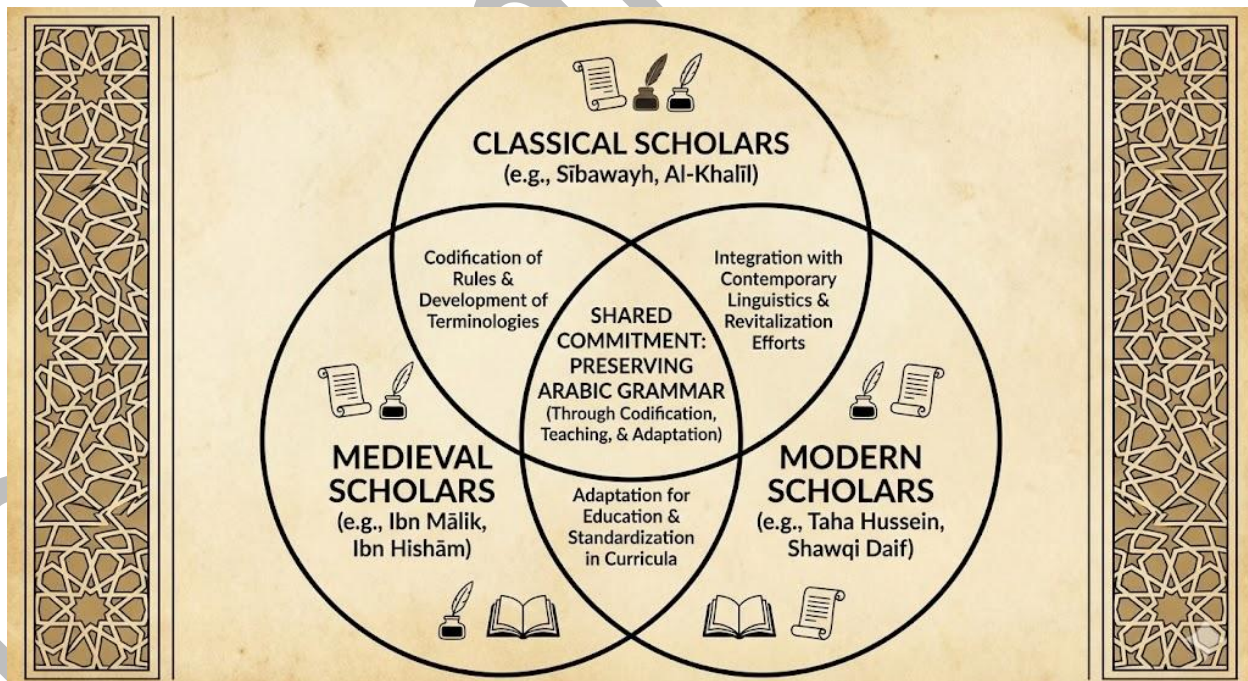


Figure 2.3 Points of convergence among scholarly perspectives



2.4.2 Areas of divergence and debate

While convergence exists, divergence is equally significant. Classical scholars such as سيبويه emphasised strict rules and the role of العامل, whereas Ibn Madha' rejected this concept entirely. Medieval scholars like الزمخشري linked grammar to Qur'anic exegesis, while modern scholars such as طه حسين questioned whether grammar reflected the living language of speakers. These debates highlight the tension between tradition and reform, precision and accessibility, and heritage and modernity.

Fill in the blank: Ibn Madha' rejected the concept of _____, while سيبويه considered it central to grammar.

Scholar	Position	Divergence
سيبويه	Emphasised strict rules	Supported العامل
ابن مضاء القرطبي	Advocated simplification	Rejected العامل
الزمخشري	Linked grammar to tafsīr	Focused on Qur'anic exegesis
طه حسين	Critiqued tradition	Questioned relevance to living language

Table 2.3 Divergence among scholarly perspectives

2.4.3 Implications for contemporary Arabic grammar studies

The comparative evaluation of scholarly views has direct implications for contemporary studies. Learners and teachers today must navigate between preserving the richness of classical grammar and adapting it to modern contexts. The debates remind us that grammar is not static but evolves with cultural, educational, and linguistic needs. By critically engaging with these perspectives, students can appreciate both the heritage of Arabic grammar and its potential for future development.

Fill in the blank: Comparative evaluation shows that grammar is not static but _____ with cultural and educational needs.

Implication	Explanation	Educational Context
-------------	-------------	---------------------



Balance between tradition and accessibility	Contemporary studies must weigh the preservation of classical frameworks against the need for learner-friendly approaches.	Ensures that grammar remains rigorous yet usable in modern classrooms.
Recognition of grammar as evolving	Scholars highlight that grammar is not static but adapts to cultural and linguistic shifts.	Encourages innovation in teaching methods and integration with modern linguistic research.
Integration of cultural and educational contexts	Grammar study should reflect both heritage and current educational needs.	Aligns with OER principles, making resources adaptable across diverse learning environments.

Box 2.4 Implications for contemporary studies

Pilot questions 2.4

1. What is one point of convergence among classical, medieval, and modern scholars?
2. Which concept did Ibn Madha' reject that سيبويه considered central?
3. الزمخشري linked grammar to which field?
4. حسين questioned whether grammar reflected the _____ language of speakers.
5. Fill in the blank: Comparative evaluation shows that grammar evolves with _____ and educational needs.



Series summary

This Series has guided you through the perspectives of major scholars who shaped and debated Arabic grammar across different periods. We began with the classical foundations laid by سيبويه, الخليل بن أحمد الفراهيدي, and المبرد, then moved on to medieval critiques and developments from ابن هشام الأنصاري, and مضاء القرطبي, الزمخشري. Afterwards, we explored modern perspectives, including Ahmad Amīn's call for simplification, Shawqī Daif's emphasis on adapting grammar to education, and حسين ت's broader cultural critiques. Finally, we evaluated points of convergence and divergence among these scholars, drawing out their implications for contemporary studies of النحو العربي.

By completing this Series, you should now be able to describe the contributions of classical scholars (SLO 2.1), analyse medieval critiques and innovations (SLO 2.2), explain modern scholarly perspectives (SLO 2.3), evaluate areas of convergence and divergence across traditions (SLO 2.4), and assess the implications of these perspectives for current grammar studies (SLO 2.5). These outcomes equip you with a balanced understanding of scholarly debates, enabling you to critically engage with Arabic grammar as both a linguistic discipline and a cultural heritage.

Glossary of terms

- **الإعراب (declension):** The system of marking grammatical case endings in Arabic, usually through changes in vowel sounds at the end of words.
- **العامل (governing agent):** A traditional grammatical concept referring to the word or element that determines the case or form of another word.
- **النحو (syntax):** The study of sentence structure in Arabic, focusing on how words are arranged to form meaningful expressions.
- **الصرف (morphology):** The study of word formation in Arabic, including how roots are modified to create different patterns such as verbs, nouns, and adjectives.



- **الكتاب (al-Kitāb):** The foundational grammar work authored by سيبويه, regarded as the first comprehensive text on Arabic grammar.
- **المقتضب (al-Muqtadab):** A grammatical work by المبرد that refined and clarified earlier rules, consolidating the Basran school of grammar.
- **الرد على النحاة (Refutation of the Grammarians):** A work by ابن مضاء القرطبي criticising traditional grammar, especially the reliance on العامل.
- **الكشاف (al-Kashāf):** A Qur'anic exegesis by الزمخشري that integrates grammatical analysis into interpretation.
- **مغني اللبيب (Mughni al-Labīb):** A systematic grammar reference by ابن هشام الأنصاري, known for its logical organisation and clarity.
- **أحمد أمين (Ahmad Amīn):** A modern scholar who argued for simplification of grammar to serve communication.
- **شوقي ضيف (Shawqī Daif):** A modern scholar who emphasised adapting grammar to contemporary educational contexts.
- **طه حسين (Ṭāhā Ḥusayn):** A modern intellectual who critiqued traditional grammar from a broader cultural and linguistic perspective.



Concept Check Questions [Series 2]

Objective questions

1. What is the title of سيبويه's foundational grammar work? (Linked to SLO 2.1)
2. Who compiled the first Arabic dictionary, *Kitāb al-ʿAyn*? (Linked to SLO 2.1)
3. Which medieval scholar rejected the concept of العامل? (Linked to SLO 2.2)
4. الزمخشري combined grammar with which field in الكشف? (Linked to SLO 2.2)
5. Which modern scholar argued that grammar should serve communication rather than hinder it? (Linked to SLO 2.3)

Short-answer questions

6. Explain why Ibn Madha' القرطبي criticised the reliance on العامل. (Linked to SLO 2.2)
7. Describe Shawqī Daif's main contribution to modern perspectives on Arabic grammar. (Linked to SLO 2.3)
8. Identify one point of convergence among classical, medieval, and modern scholars. (Linked to SLO 2.4)
9. Summarise Ṭ ḥسين's broader critique of traditional grammar. (Linked to SLO 2.3)

Long-answer questions

10. Analyse the differences between سيبويه's emphasis on strict rules and Ibn Madha' القرطبي's rejection of العامل, and evaluate how these positions reflect the tension between tradition and simplification. (Linked to SLO 2.2)
11. Assess the implications of modern perspectives from Ahmad Amīn, Shawqī Daif, and Ṭ ḥسين for contemporary Arabic grammar studies. (Linked to SLO 2.5)



Objective questions

1. الكتاب
2. الخليل بن أحمد الفراهيدي
3. ابن مضاء القرطبي
4. Qur'anic exegesis (التفسير)
5. أحمد أمين

Short-answer questions

6. Ibn Madha' argued that العامل created unnecessary complexity and distracted learners from the natural flow of the language.
7. Shawqī Daif emphasised adapting grammar to modern educational contexts, easing certain rules to make learning more accessible.
8. All scholars agreed on the importance of syntax (النحو) and morphology (الصرف) as the backbone of Arabic grammar.
9. حسين ت questioned whether traditional grammar reflected the living language of Arabic speakers and linked grammar to broader cultural and educational issues.

Long-answer questions

10. **Basic response:** سيبويه emphasised strict rules and the centrality of العامل, while Ibn Madha' rejected العامل and sought simplification. This contrast reflects the tension between preserving tradition and making grammar accessible.

Value-added response: Beyond the Series, this debate illustrates the broader linguistic divide between prescriptive and reformist approaches. سيبويه's strictness ensured consistency and preservation of heritage, while Ibn Madha's critique anticipated modern educational reforms, showing how grammar evolves with societal needs.

11. **Basic response:** Ahmad Amīn advocated simplification for communication, Shawqī Daif emphasised adapting grammar to education, and حسين ت critiqued grammar from a



cultural perspective. Together, these views highlight the need to balance tradition with accessibility.

Value-added response: Outstanding learners may note that these perspectives influence language policy, pedagogy, and cultural identity. Simplification and adaptation can make Arabic more accessible globally, while cultural critiques remind us that grammar is tied to identity and heritage. The challenge lies in integrating these insights into contemporary studies without losing linguistic richness.



Part 2.1: Classical Scholars and Their Contributions

1. الكتاب
2. الخليل بن أحمد الفراهيدي
3. ابن مضاء القرطبي
4. Communication
5. سيبويه

Part 2.2: Medieval Critiques and Developments

1. العامل
2. الرد على النحاة
3. Qur'anic exegesis (التفسير)
4. مغني اللبيب
5. Comprehensive

Part 2.3: Modern Scholarly Perspectives

1. Communication
2. Contemporary educational contexts
3. Adaptation of grammar to modern pedagogy
4. Living
5. Clarity

Part 2.4: Comparative Evaluation of Scholarly Views

1. Syntax (النحو) and morphology (الصرف)
2. العامل
3. Tafsīr (التفسير)



4. Living
5. Cultural



References and Attributions [Series 2]

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Series-specific references

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Illustration attributions

- Plate 2.1 Manuscript of Sībawayh’s *الكتاب*



- AI prompt: “Generate an image of an ancient Arabic manuscript page from Sībawayh’s *al-Kitab* with classical calligraphy.”
- Search string: “Sibawayh al-Kitab manuscript OER”
- *Figure 2.1 Contributions of Al-Khalīl ibn Ahmad al-Farāhīdī*
 - AI prompt: “Generate a diagram showing Al-Khalil ibn Ahmad’s contributions to lexicography, prosody, and grammar.”
 - Search string: “Al Khalil ibn Ahmad contributions Arabic grammar OER”
- *Box 2.1 Key contributions of المبرد*
 - AI prompt: “Generate a text box summarising Al-Mubarrad’s contributions to Arabic grammar.”
 - Search string: “Al Mubarrad al-Muqtadab Arabic grammar OER”
- *Box 2.2 Ibn Madha’s contributions*
 - AI prompt: “Generate a text box summarising Ibn Madha’s contributions to medieval Arabic grammar.”
 - Search string: “Ibn Madha Refutation of the Grammarians OER”
- *Plate 2.2 Manuscript of Al-Zamakhsharī’s الكشف*
 - AI prompt: “Generate an image of an Arabic manuscript page from Al-Zamakhshari’s *al-Kashaf* with Qur’anic commentary.”
 - Search string: “Al Zamakhshari al-Kashaf manuscript OER”
- *Table 2.1 Key medieval scholars and their contributions*
 - AI prompt: “Generate a table listing Ibn Madha, Al-Zamakhshari, and Ibn Hisham with their major works and contributions to Arabic grammar.”
 - Search string: “Medieval Arabic grammar scholars contributions OER”
- *Box 2.3 Ahmad Amīn’s perspective*



- AI prompt: “Generate a text box summarising Ahmad Amīn’s perspective on simplifying Arabic grammar.”
- Search string: “Ahmad Amin Arabic grammar simplification OER”
- *Table 2.2 Modern scholars and their perspectives*
 - AI prompt: “Generate a table comparing Ahmad Amīn and Shawqī Daif’s perspectives on Arabic grammar.”
 - Search string: “Ahmad Amin Shawqi Daif Arabic grammar modern perspectives OER”
- *Figure 2.2 تaha حسين’s broader perspective on grammar*
 - AI prompt: “Generate a diagram showing Taha Hussein’s perspective linking Arabic grammar to culture, identity, and education.”
 - Search string: “Taha Hussein Arabic grammar cultural critique OER”
- *Figure 2.3 Points of convergence among scholarly perspectives*
 - AI prompt: “Generate a Venn diagram showing classical, medieval, and modern Arabic grammar scholars with overlapping commitment to preserving grammar.”
 - Search string: “Arabic grammar scholars convergence diagram OER”
- *Table 2.3 Divergence among scholarly perspectives*
 - AI prompt: “Generate a table comparing divergences among Sibawayh, Ibn Madha, Al-Zamakhshari, and Taha Hussein in Arabic grammar.”
 - Search string: “Arabic grammar scholars divergence OER”
- *Box 2.4 Implications for contemporary studies*
 - AI prompt: “Generate a text box summarising implications of comparative scholarly views for contemporary Arabic grammar studies.”
 - Search string: “Implications of Arabic grammar scholarly perspectives OER”



Series 3: The Debate on Classical vs. Modern Arabic Dialects

Part 1: Classical Arabic Foundations (العربية الفصحى)

- 3.1.1 Origins of الفصحى and its central role in القرآن الكريم
- 3.1.2 Key grammatical and morphological features (النحو والصرف) in Classical Arabic
- 3.1.3 The prestige of الفصحى in الأدب and scholarly heritage

Part 2: Rise of Modern Dialects (اللهجات الحديثة)

- 3.2.1 Historical and social factors behind the emergence of اللهجات
- 3.2.2 Phonological and lexical traits distinguishing dialects from الفصحى
- 3.2.3 Case studies: اللهجة المصرية, الشامية, المغربية, والخليجية

Part 3: Scholarly Debate (الجدل العلمي بين الفصحى واللهجات)

- 3.3.1 Arguments of defenders of الفصحى as the unifying language
- 3.3.2 Views supporting اللهجات in التعليم and الإعلام
- 3.3.3 Everyday balance: when speakers switch between الفصحى and dialects

Part 4: Contemporary Implications (الآثار المعاصرة والاتجاهات المستقبلية)

- 3.4.1 Impact of the debate on التعليم and language policy
- 3.4.2 Influence of الإعلام and social media on اللهجات
- 3.4.3 Future of Arabic: coexistence of الفصحى and dialects

Introduction

In everyday life, many Arabic speakers move fluidly between العربية الفصحى (Classical Arabic) and their local اللهجات (dialects). You may hear الفصحى in the Qur'an, formal speeches, or news broadcasts, while اللهجات dominate casual conversations, social media, and popular culture. This dynamic coexistence has sparked a long-standing scholarly and cultural debate about which form should take precedence, and how both can be valued in education, communication, and identity.



The aim of this Series is to examine the debate between Classical Arabic and modern dialects, highlighting their linguistic features, cultural significance, and implications for contemporary society. By the end of the Series, you will be able to critically evaluate the arguments surrounding **الفصحى** and **اللهجات**, and assess their roles in shaping the future of Arabic.

We shall commence this Series by exploring the foundations of **الفصحى**, its origins, and its prestige in heritage. Next, we will move on to the rise of modern dialects, considering the historical and social factors that shaped them, as well as examples from **المصرية**, **الشامية**, **المغربية**, and **الخليجية**. Following that, we will examine the scholarly debate, contrasting defenders of **الفصحى** with advocates for **اللهجات** in **التعليم** and **الإعلام**, while also considering how speakers balance both in daily life. Finally, we will wrap up by discussing contemporary implications, including the impact on education, language policy, and the future of Arabic in a world where **الفصحى** and **اللهجات** continue to coexist.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 3.1** define the origins and key features of **العربية الفصحى** and explain its role in **القرآن** (Linked to Part 1),
- **SLO 3.2** describe the historical and social factors that led to the emergence of **اللهجات الحديثة** (Linked to Part 2),
- **SLO 3.3** analyse the phonological and lexical characteristics that distinguish major dialects such as **المغربية**, **الشامية**, **المصرية**, and **الخليجية** from **الفصحى** (Linked to Part 2),
- **SLO 3.4** evaluate scholarly arguments defending **الفصحى** and those supporting the use of **اللهجات** in **التعليم والإعلام** (Linked to Part 3),
- **SLO 3.5** assess how speakers balance **الفصحى** and **اللهجات** in everyday communication (Linked to Part 3), and
- **SLO 3.6** appraise the contemporary implications of the debate, including its impact on **التعليم**, **السياسات اللغوية**, and the future of Arabic (Linked to Part 4).



3.1 Classical Arabic Foundations (العربية الفصحى)

3.1.1 Origins of الفصحى and its role in القرآن الكريم

Classical Arabic, known as **العربية الفصحى**, is the form of the language preserved in the Qur'an and early literary works. It is characterised by its stability, precision, and rich grammatical system. The Qur'an played a central role in standardising **الفصحى**, ensuring that its structures and vocabulary were transmitted across generations. This made **الفصحى** not only a linguistic medium but also a cultural and religious anchor for Arabic-speaking communities.

Fill in the blank: The Qur'an played a central role in standardising _____.



Plate 3.1 Early Qur'anic manuscript in **الفصحى**

3.1.2 Key grammatical and morphological features (النحو والصرف)

One of the defining aspects of **الفصحى** is its **النحو** (syntax), which governs sentence structure, and **الصرف** (morphology), which explains how words are formed from roots. For example, the triliteral root system allows a single root to generate multiple words with related meanings. Another key feature is **الإعراب** (declension), where case endings indicate grammatical roles such



as subject, object, or predicate. These features make الفصحى highly expressive and precise, though they can be challenging for learners.

Fill in the blank: The trilateral root system allows a single _____ to generate multiple related words.

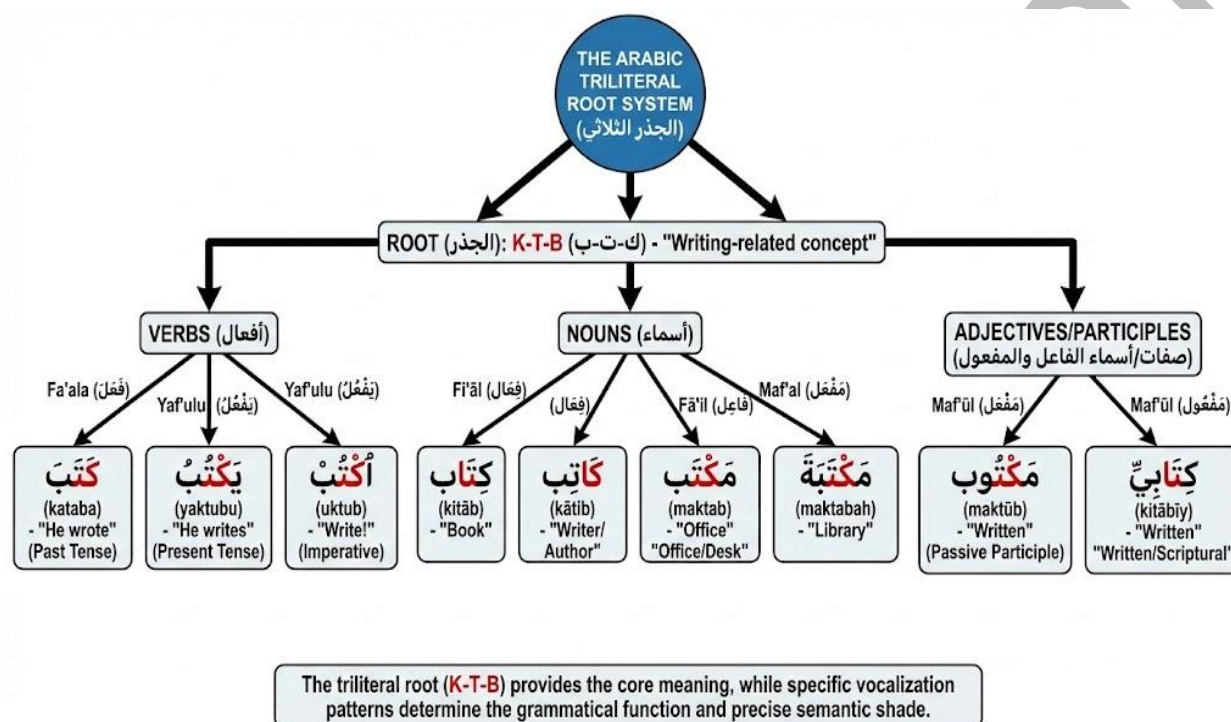


Figure 3.1 The trilateral root system in الفصحى

3.1.3 Prestige of الفصحى in الأدب and scholarly heritage

Beyond its religious significance, الفصحى became the language of الأدب (literature), science, and philosophy. Scholars such as سيويو and المبرد codified its grammar, while poets and writers used it to produce masterpieces that remain central to Arabic heritage. The prestige of الفصحى lies in its ability to unify diverse communities under a single linguistic standard, while also serving as a vehicle for intellectual and artistic expression.

Fill in the blank: الفصحى became the language of literature, science, and _____.



Dimension	Explanation	Cultural Impact
Language of الأدب and scholarly works	Classical Arabic was the medium of poetry, prose, and scientific writing across centuries.	Preserved intellectual heritage and established a shared literary canon.
Codified by classical grammarians	Figures like Sībawayh and al-Mubarrad systematized grammar, ensuring consistency and authority.	Provided a stable linguistic framework for scholarship and education.
Vehicle for cultural and intellectual unity	Used across diverse regions of the Arab-Islamic world, transcending dialectal differences.	Strengthened identity, enabling communication and transmission of knowledge across generations.

Box 3.1 Prestige of الفصحى

Pilot questions 3.1

1. What role did the Qur'an play in the standardisation of الفصحى?
2. What are the two main linguistic features that define الفصحى?
3. Fill in the blank: The triliteral root system allows a single _____ to generate multiple related words.
4. Which scholars codified the grammar of الفصحى?
5. Fill in the blank: الفصحى became the language of literature, science, and _____.

3.2 Rise Of Modern Dialects (اللهجات الحديثة)

3.2.1 Historical and social factors behind the emergence of اللهجات

Modern Arabic dialects, known collectively as اللهجات, developed through centuries of interaction between الفصحى and local communities. Historical events such as the expansion of Islam, contact with non-Arab cultures, and regional isolation contributed to the diversification of spoken



Arabic. Social factors, including urbanisation and trade, further shaped dialects, making them distinct yet still connected to الفصحى.

Fill in the blank: Urbanisation and _____ were key social factors that shaped the development of dialects.

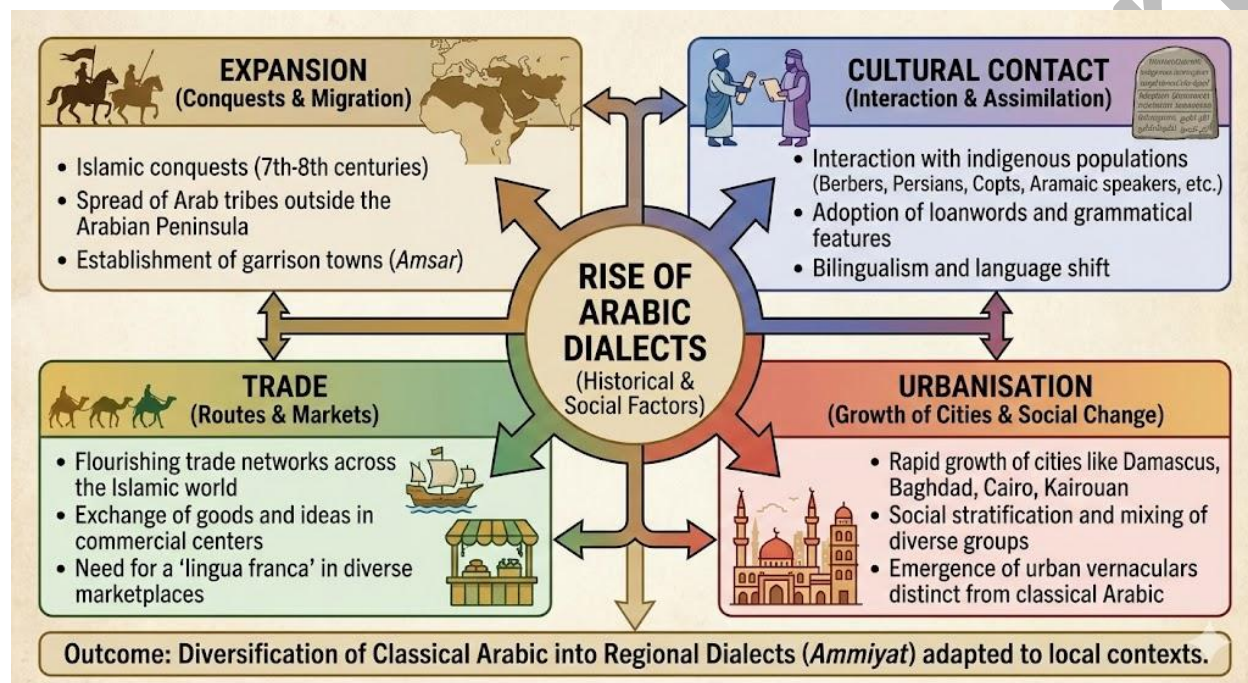


Figure 3.2 Historical and social factors shaping اللهجات

3.2.2 Phonological and lexical traits distinguishing dialects from الفصحى

Each dialect exhibits unique **phonological** (sound system) and **lexical** (vocabulary) traits. For example, Egyptian Arabic often pronounces the letter ج as /g/, while Levantine Arabic uses /ʒ/. Vocabulary also varies: the word for “now” is دلوقتى in Egyptian, هلق in Levantine, and ادابا in Moroccan Arabic. These differences highlight the adaptability of Arabic to local contexts while maintaining a shared linguistic heritage.

Fill in the blank: In Egyptian Arabic, the letter ج is often pronounced as _____.

Dialect	Phonological trait	Lexical example (word for “now”)
Egyptian	ج → /g/	دلوقتى



Levantine	ج → /ʒ/	هلق
Moroccan	ج → /ʒ/	دابا
Gulf Arabic	Retains /dʒ/	الحين

Table 3.1 Examples of phonological and lexical variation in dialects

3.2.3 Case studies: المصرية، الشامية، المغربية، والخليجية

To appreciate the diversity of اللهجات, let us consider four major examples. المصرية (Egyptian Arabic) is widely understood due to Egypt's influence in cinema and media. الشامية (Levantine Arabic) is spoken in Syria, Lebanon, Jordan, and Palestine, and is known for its melodic intonation. المغربية (Moroccan Arabic) incorporates Amazigh and French influences, making it distinct and sometimes challenging for other Arabs to follow. الخليجية (Gulf Arabic) reflects Bedouin heritage and has been shaped by modern economic and cultural exchanges.

Fill in the blank: Moroccan Arabic (المغربية) is influenced by Amazigh and _____.

Dialect	Key Features	Cultural Reach
المصرية (Egyptian Arabic)	Widely understood due to Egypt's dominance in cinema, television, and music.	Serves as a "pan-Arab" medium, especially in popular culture.
الشامية (Levantine Arabic)	Known for melodic intonation and fluid speech patterns.	Spoken across Syria, Lebanon, Jordan, and Palestine, often associated with poetry and song.
المغربية (Moroccan Arabic / Darija)	Strongly influenced by Amazigh languages and French vocabulary.	Distinctive within North Africa, reflecting Morocco's multilingual heritage.
الخليجية (Gulf Arabic)	Retains Bedouin heritage while incorporating modern exchanges and loanwords.	Spoken across the Gulf states, balancing tradition with global influences.

Box 3.2 Key features of selected dialects



Pilot questions 3.2

1. Name two historical factors that contributed to the rise of dialects.
2. Fill in the blank: In Egyptian Arabic, the letter ج is often pronounced as _____.
3. What is the Levantine word for “now”?
4. Which dialect is strongly influenced by Amazigh and French?
5. Fill in the blank: Gulf Arabic reflects Bedouin heritage and modern _____.

3.3 Scholarly Debate (الجدل العلمى بين الفصحى واللهجات)

3.3.1 Arguments of defenders of الفصحى

Defenders of العربية الفصحى argue that it is the unifying language of the Arab world. They emphasise its role in preserving cultural identity, maintaining access to the Qur'an, and ensuring mutual intelligibility across regions. For them, الفصحى represents stability and continuity, linking modern speakers with centuries of intellectual and literary heritage. Many scholars believe that abandoning الفصحى would weaken the linguistic and cultural unity of Arabic speakers.

Fill in the blank: Defenders of الفصحى argue that it is the _____ language of the Arab world.

Argument	Explanation	Contemporary Relevance
Preserves cultural and religious identity	Classical Arabic is the language of the Qur'an, classical literature, and scholarly heritage.	Safeguards continuity of cultural and spiritual traditions across generations.
Ensures mutual intelligibility across regions	Serves as a common linguistic standard that transcends dialectal differences.	Enables communication and shared understanding across the Arab world.
Links modern speakers with heritage	Connects present-day learners and speakers with centuries of intellectual and literary output.	Reinforces identity and provides access to a rich historical corpus of knowledge.



Box 3.3 Key arguments for الفصحى

3.3.2 Views supporting اللهجات in التعليم والإعلام

Advocates for اللهجات highlight their accessibility and relevance to everyday life. They argue that dialects reflect the living language of communities and are more effective for communication in education, media, and popular culture. For example, Egyptian Arabic dominates cinema, while Levantine Arabic is widely used in television dramas. Supporters believe that using اللهجات in teaching and broadcasting makes learning more engaging and relatable.

Fill in the blank: Advocates for اللهجات argue that they reflect the _____ language of communities.

Dialect	Medium of use	Example
Egyptian	Cinema	Popular films and comedies
Levantine	Television	Dramas and soap operas
Moroccan	Music	Contemporary songs
Gulf Arabic	Social media	Influencer content

Table 3.2 Examples of اللهجات in education and media

3.3.3 Everyday balance between الفصحى and اللهجات

In practice, most Arabic speakers navigate between الفصحى and اللهجات depending on context. This phenomenon, known as ازدواجية لغوية (diglossia), means that speakers use الفصحى in formal settings such as education, religion, and official communication, while relying on dialects in casual conversation and popular culture. This balance demonstrates the adaptability of Arabic, allowing it to serve both as a unifying standard and a reflection of local identity.

Fill in the blank: The phenomenon of using الفصحى in formal contexts and dialects in casual ones is called _____.



DIGLOSSIA IN ARABIC: A FUNCTIONAL SPLIT

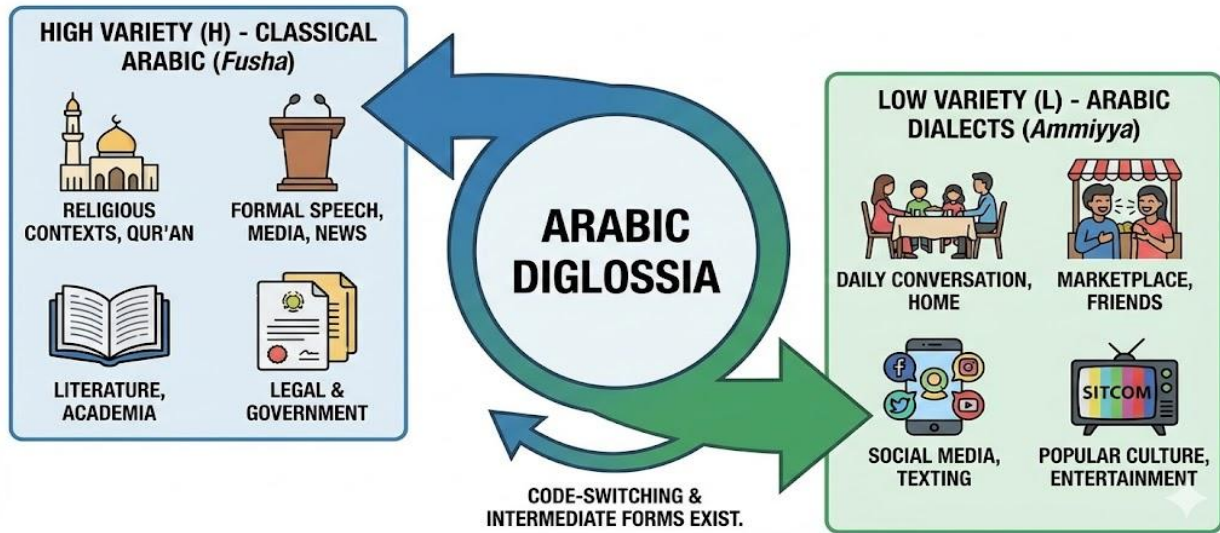


Figure 3.3 Diglossia in Arabic usage

Pilot questions 3.3

1. What do defenders of الفصحى emphasise about its role in the Arab world?
2. Fill in the blank: Advocates for اللهجات argue that they reflect the _____ language of communities.
3. Give one example of a dialect used in media.
4. What is the term for the coexistence of الفصحى and dialects in everyday life?
5. Fill in the blank: Defenders of الفصحى believe that abandoning it would weaken _____ unity.

3.4 Contemporary Implications (الآثار المعاصرة والاتجاهات المستقبلية)

3.4.1 Impact of the debate on التعليم and language policy



The ongoing debate between **الفصحى** and **اللهجات** has significant implications for education. In many schools, **الفصحى** remains the language of instruction, ensuring that learners gain access to classical texts and a shared linguistic standard. However, some educators argue that incorporating **اللهجات** into teaching can make lessons more relatable and engaging. Language policy decisions therefore reflect a balance between preserving **الفصحى** and recognising the practical role of dialects in everyday communication.

Fill in the blank: In many schools, _____ remains the language of instruction.

Dimension	Explanation	Policy Implications
الفصحى ensures access to classical texts	Classical Arabic provides learners with direct engagement with heritage literature, religious texts, and scholarly works.	Policies often mandate الفصحى in curricula to preserve cultural and intellectual continuity.
اللهجات increase relatability in teaching	Dialects reflect everyday speech, making lessons more accessible and engaging for students.	Some educational reforms integrate dialects in early learning to improve comprehension and participation.
Policy reflects balance between tradition and practicality	Governments and institutions must weigh heritage preservation against modern pedagogical needs.	Language policies often adopt a dual approach: maintaining الفصحى for formal contexts while acknowledging dialects in informal or local education.

Box 3.4 Impact on education and policy

3.4.2 Influence of **الإعلام** and social media on **اللهجات**

Modern **الإعلام** (media) and social networks have amplified the presence of **اللهجات**. Television, cinema, and online platforms often use dialects to connect with audiences more effectively. Social media influencers, for example, frequently employ their local dialects, making them



accessible and authentic to followers. This widespread use of اللهجات in media has strengthened their visibility and cultural influence, sometimes challenging the dominance of الفصحى in public discourse.

Fill in the blank: Social media influencers often employ their local _____ to connect with audiences.

Platform	Dominant form	Example
Television	Dialects	Levantine dramas
Cinema	Dialects	Egyptian films
Social media	Dialects	Influencer posts
News broadcasts	الفصحى	Formal reporting

Table 3.3 Media platforms and dialect usage

3.4.3 Future of Arabic between اللهجات and الفصحى

Looking ahead, the future of Arabic will likely involve continued coexistence between الفصحى and اللهجات. Scholars predict that الفصحى will remain essential for formal, religious, and academic contexts, while اللهجات will dominate informal communication and popular culture. The challenge lies in maintaining the unity provided by الفصحى while embracing the diversity of dialects. This coexistence reflects the adaptability of Arabic and its ability to evolve with changing social and cultural needs.

Fill in the blank: Scholars predict that الفصحى will remain essential for _____ contexts.



Figure 3.4 Future coexistence of اللهجات and الفصحى



Pilot questions 3.4

1. Fill in the blank: In many schools, _____ remains the language of instruction.
2. How do social media influencers use dialects to connect with audiences?
3. Which form of Arabic dominates formal news broadcasts?
4. Fill in the blank: Scholars predict that الفصحى will remain essential for _____ contexts.
5. What is the main challenge in balancing الفصحى and اللهجات in the future?



Series summary

This Series has explored the long-standing debate between **العربية الفصحى** (Classical Arabic) and **اللهجات الحديثة** (modern dialects), highlighting its relevance to education, culture, and identity. We began by examining the foundations of **الفصحى**, its origins in the Qur'an, and its prestige in literature and scholarship. We then moved on to the rise of dialects, considering the historical and social factors that shaped them, as well as their phonological and lexical traits. Following that, we analysed the scholarly debate, contrasting defenders of **الفصحى** with advocates for **اللهجات** in **التعليم والإعلام**, and discussed the everyday balance of diglossia. Finally, we considered contemporary implications, including the impact on education, media, and the future coexistence of **الفصحى** and dialects.

By completing this Series, you should now be able to define the origins and features of **الفصحى** (SLO 3.1), describe the historical and social factors behind **اللهجات** (SLO 3.2), analyse the phonological and lexical traits of major dialects (SLO 3.3), evaluate scholarly arguments for and against **الفصحى** (SLO 3.4), assess how speakers balance both forms in daily life (SLO 3.5), and appraise the broader implications for education, policy, and the future of Arabic (SLO 3.6). These outcomes equip you with the ability to critically engage with the debate, appreciating both the unity offered by **الفصحى** and the diversity expressed through **اللهجات**.

Glossary of terms

- **الإعلام (media):** Platforms such as television, cinema, and social networks that shape how Arabic dialects and **الفصحى** are used and perceived.
- **الإعراب (declension):** The system of case endings in **الفصحى** that indicate grammatical roles like subject or object.
- **الأدب (literature):** Classical and modern written works in Arabic, often composed in **الفصحى** and valued for cultural and intellectual heritage.
- **ازدواجية لغوية (diglossia):** The coexistence of **الفصحى** for formal contexts and **اللهجات** for informal communication.



- **العربية الفصحى (Classical Arabic):** The standardised form of Arabic preserved in the Qur'an and classical texts, characterised by precise grammar and morphology.
- **اللهجات (dialects):** Regional spoken varieties of Arabic, such as المصرية, الشامية, المغربية, and الخليجية, used in everyday communication.
- **النحو (syntax):** The study of sentence structure in Arabic, governing how words are arranged to form meaning.
- **الصرف (morphology):** The study of word formation in Arabic, explaining how roots generate different patterns of words.
- **القرآن الكريم (Qur'an):** The holy book of Islam, which played a central role in standardising الفصحى.
- **المدافعون عن الفصحى (defenders of Classical Arabic):** Scholars and speakers who argue for the preservation of الفصحى as the unifying language of the Arab world.
- **المؤيدون للهجات (advocates for dialects):** Those who support the use of اللهجات in education, media, and everyday life for accessibility and relatability.
- **التراث العلمي والأدبي (scientific and literary heritage):** The body of scholarly and literary works produced in الفصحى, forming a key part of Arabic culture.
- **الجذور الثلاثية (triliteral roots):** The system in Arabic where three consonants form a root that generates multiple related words.

Concept Check Questions [Series 3]

Objective questions

1. What role did the Qur'an play in the standardisation of الفصحى? (Linked to SLO 3.1)
2. Which two linguistic features define الفصحى? (Linked to SLO 3.1)
3. In Egyptian Arabic, how is the letter ج commonly pronounced? (Linked to SLO 3.3)



4. What is the term for the coexistence of الفصحى and dialects in everyday life? (Linked to SLO 3.5)
5. Which form of Arabic dominates formal news broadcasts? (Linked to SLO 3.6)

Short-answer questions

6. Describe one historical factor that contributed to the rise of اللهجات. (Linked to SLO 3.2)
7. Give one example of a lexical difference between الفصحى and a dialect. (Linked to SLO 3.3)
8. Explain one argument made by defenders of الفصحى. (Linked to SLO 3.4)
9. Identify one way in which social media has influenced the visibility of اللهجات. (Linked to SLO 3.6)

Long-answer questions

10. Analyse the scholarly debate between defenders of الفصحى and advocates for اللهجات, and evaluate how this reflects broader cultural and educational concerns. (Linked to SLO 3.4)
11. Assess the future of Arabic in light of diglossia, considering the coexistence of الفصحى and اللهجات in formal and informal contexts. (Linked to SLO 3.6)

Answers to Concept Check Questions [Series 3]

Objective questions

1. It ensured the preservation and standardisation of الفصحى.
2. Syntax (النحو) and morphology (الصرف).
3. /g/
4. ازدواجية لغوية (diglossia).
5. الفصحى.

Short-answer questions



6. Expansion of Islam into non-Arab regions.
7. The word for “now” is دلوڤتى in Egyptian Arabic, هلق in Levantine Arabic, and دابا in Moroccan Arabic.
8. They argue that الفصحى preserves cultural and religious identity and ensures unity across the Arab world.
9. Influencers often use their local dialects to connect authentically with audiences.

Long-answer questions

10. **Basic response:** Defenders of الفصحى emphasise its role in preserving unity and heritage, while advocates for اللهجات highlight accessibility and relevance in education and media. This debate reflects the tension between tradition and modern communication needs.
Value-added response: Beyond the Series, this debate illustrates broader cultural concerns about identity, modernisation, and inclusivity. It shows how language policy must balance heritage with practicality, ensuring that Arabic remains both a unifying force and a living language.
11. **Basic response:** Scholars predict that الفصحى will remain essential for formal, religious, and academic contexts, while اللهجات will continue to dominate informal communication. This coexistence reflects diglossia.
Value-added response: Outstanding learners may note that the future of Arabic depends on how effectively societies manage this coexistence. Embracing diglossia can strengthen cultural diversity while maintaining unity, but neglecting either form risks weakening Arabic’s role in global and local contexts.



Part 3.1: Classical Arabic Foundations (العربية الفصحى)

1. الفصحى
2. النحو والصرف
3. Root
4. سيويو والميرد
5. Philosophy

Part 3.2: Rise of Modern Dialects (اللهجات الحديثة)

1. Expansion of Islam and cultural contact
2. /g/
3. هلق
4. المغربية
5. Exchanges

Part 3.3: Scholarly Debate (الجدل العلمي بين الفصحى واللهجات)

1. It preserves unity and heritage
2. Living
3. Egyptian Arabic in cinema
4. ازدواجية لغوية (diglossia)
5. Linguistic and cultural

Part 3.4: Contemporary Implications (الآثار المعاصرة والاتجاهات المستقبلية)

1. الفصحى
2. By using their local dialects
3. الفصحى



4. Formal

5. Balancing unity with diversity



General References (APA style)

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Illustration attributions

- *Plate 3.1 Early Qur’anic manuscript in الفصحى*
 - AI prompt: “Generate an image of an early Qur’anic manuscript in Classical Arabic script.”
 - Search string: “Quran manuscript Classical Arabic OER”
- *Figure 3.1 The triliteral root system in الفصحى*
 - AI prompt: “Generate a diagram showing the triliteral root system in Arabic with examples like ك-ت-ب.”



- Search string: “Arabic triliteral root system diagram OER”
- *Box 3.1 Prestige of الفصحى*
 - AI prompt: “Generate a text box summarising the prestige of Classical Arabic in literature and scholarship.”
 - Search string: “Classical Arabic prestige literature science OER”
- *Figure 3.2 Historical and social factors shaping اللهجات*
 - AI prompt: “Generate a diagram showing historical and social factors behind the rise of Arabic dialects, including expansion, cultural contact, trade, and urbanisation.”
 - Search string: “Arabic dialects historical social factors OER”
- *Table 3.1 Examples of phonological and lexical variation in dialects*
 - AI prompt: “Generate a table showing phonological and lexical differences between Egyptian, Levantine, Moroccan, and Gulf Arabic dialects.”
 - Search string: “Arabic dialects phonological lexical differences OER”
- *Box 3.2 Key features of selected dialects*
 - AI prompt: “Generate a text box summarising key features of Egyptian, Levantine, Moroccan, and Gulf Arabic dialects.”
 - Search string: “Egyptian Levantine Moroccan Gulf Arabic dialect features OER”
- *Box 3.3 Key arguments for الفصحى*
 - AI prompt: “Generate a text box summarising key arguments defending Classical Arabic.”
 - Search string: “Arguments defending Classical Arabic OER”
- *Table 3.2 Examples of اللهجات in education and media*
 - AI prompt: “Generate a table showing examples of Arabic dialects used in education and media.”



- Search string: “Arabic dialects education media examples OER”
- *Figure 3.3 Diglossia in Arabic usage*
 - AI prompt: “Generate a diagram showing diglossia in Arabic: Classical Arabic for formal contexts, dialects for informal contexts.”
 - Search string: “Arabic diglossia diagram OER”
- *Box 3.4 Impact on education and policy*
 - AI prompt: “Generate a text box summarising the impact of the debate on education and language policy.”
 - Search string: “Arabic language policy education dialects vs Classical OER”
- *Table 3.3 Media platforms and dialect usage*
 - AI prompt: “Generate a table showing examples of dialects used in media platforms versus الفصحى in news.”
 - Search string: “Arabic dialects media social networks examples OER”
- *Figure 3.4 Future coexistence of اللهجات and الفصحى*
 - AI prompt: “Generate a diagram showing coexistence of Classical Arabic for formal contexts and dialects for informal contexts.”
 - Search string: “Future of Arabic coexistence Classical vs dialects OER”



Series 4: Calls for Easing Arabic Grammar

Part 1: Historical Background of Reform Calls (الخلفية التاريخية للدعوات الإصلاحية)

- 4.1.1 Early critiques of traditional grammar complexity
- 4.1.2 Reformist voices in the late 19th and early 20th centuries
- 4.1.3 Influence of modernisation and education movements

Part 2: Key Reform Proposals (المقترحات الأساسية للتيسير)

- 4.2.1 Simplification of الإعراب (declension endings)
- 4.2.2 Streamlining النحو rules for learners
- 4.2.3 Integration of اللهجات into teaching approaches

Part 3: Scholarly and Cultural Responses (ردود الفعل العلمية والثقافية)

- 4.3.1 Supporters of reform and their arguments
- 4.3.2 Critics defending traditional grammar
- 4.3.3 Balancing heritage with accessibility

Part 4: Contemporary Implications and Future Directions (الآثار المعاصرة والاتجاهات المستقبلية)

- 4.4.1 Impact on education and curriculum design
- 4.4.2 Role of الإعلام and technology in promoting simplified grammar
- 4.4.3 Prospects for Arabic grammar in the 21st century

Introduction

In the last Series, we explored the debate between اللهجات الحديثة والعربية الفصحى, focusing on their coexistence and implications for education, media, and identity. Building on that discussion, this Series turns to another important theme in Arabic linguistic history: the calls for easing Arabic grammar. For generations, learners and scholars have recognised both the richness



and the complexity of النحو العربي, and reformist voices have sought ways to make it more accessible without losing its cultural and intellectual depth.

The aim of this Series is to examine the historical and contemporary calls for simplifying Arabic grammar, to evaluate the proposals made by reformists, and to consider the responses of scholars and educators. By engaging with these perspectives, you will gain insight into how Arabic grammar has been shaped by debates over tradition, accessibility, and modernisation.

We shall commence this Series by exploring the historical background of reform calls, including early critiques and the influence of modernisation. Next, we will move on to key reform proposals, such as simplifying الإعراب, streamlining rules, and integrating dialects into teaching. Following that, we will analyse scholarly and cultural responses, contrasting supporters of reform with critics who defend traditional grammar. Finally, we will wrap up by considering contemporary implications, including the impact on education, the role of الإعلام and technology, and the prospects for Arabic grammar in the 21st century.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 4.1** define the historical background of reform calls in Arabic grammar, including early critiques and the influence of modernisation (Linked to Part 1),
- **SLO 4.2** explain specific proposals for simplifying الإعراب and streamlining النحو rules (Linked to Part 2),
- **SLO 4.3** describe reformist suggestions for integrating اللهجات into teaching approaches (Linked to Part 2),
- **SLO 4.4** analyse scholarly and cultural responses to grammar reform, distinguishing between supporters and critics (Linked to Part 3),
- **SLO 4.5** evaluate the balance between preserving heritage and making grammar accessible (Linked to Part 3), and



- **SLO 4.6** assess the contemporary implications of reform calls, including their impact on education, الإعلام, and the future of Arabic grammar (Linked to Part 4).

4.1 Historical Background Of Reform Calls (الخلفية التاريخية للدعوات الإصلاحية)

4.1.1 Early critiques of traditional grammar complexity

From the earliest centuries of Arabic scholarship, some voices recognised that النحو العربي (Arabic grammar) was highly complex and difficult for learners. While grammarians such as سيبويه and المبرد codified the rules with precision, later scholars began to question whether the system was too rigid for practical use. These critiques often focused on the difficulty of mastering الإعراب (declension endings) and the extensive memorisation required. Reformist thinkers argued that such complexity discouraged learners and limited the spread of Arabic literacy.

Fill in the blank: Reformist thinkers argued that the complexity of النحو discouraged _____.

Critique	Explanation	Educational Implications
Excessive focus on memorisation	Early critics argued that grammar instruction relied too heavily on rote learning of rules and paradigms.	Limited learner engagement and discouraged analytical thinking.
Difficulty of mastering الإعراب (case endings)	Mastery of inflectional endings was seen as overly demanding for learners, especially non-native speakers.	Created barriers to accessibility and slowed progress in literacy.
Calls for simplification to aid learners	Reform-minded scholars advocated reducing complexity and focusing on practical usage.	Paved the way for later reformers like Ibn Madha' and modernists such as Ahmad Amīn.

Box 4.1 Early critiques of Arabic grammar



4.1.2 Reformist voices in the late 19th and early 20th centuries

The late 19th and early 20th centuries saw renewed calls for reform, particularly as Arab societies engaged with modernisation and educational expansion. Reformists such as أحمد أمين and طه حسين highlighted the need to simplify grammar for students, arguing that rigid rules hindered effective learning. These voices were part of a broader intellectual movement that sought to reconcile tradition with modern needs, ensuring that Arabic remained accessible in schools and public life.

Fill in the blank: Reformists like أحمد أمين and طه حسين argued that rigid grammar rules hindered effective _____.



Plate 4.1 Reformist voices in Arabic grammar

4.1.3 Influence of modernisation and education movements

The rise of modern education systems across the Arab world intensified the debate. As schools expanded, teachers faced the challenge of introducing grammar to large numbers of students with varying backgrounds. Reformists argued that simplifying grammar rules would make Arabic more accessible and practical, especially in comparison to European languages being taught at



the time. This period marked a turning point, as the tension between preserving heritage and adapting to modern educational needs became more pronounced.

Fill in the blank: The rise of modern _____ systems intensified the debate on grammar reform.

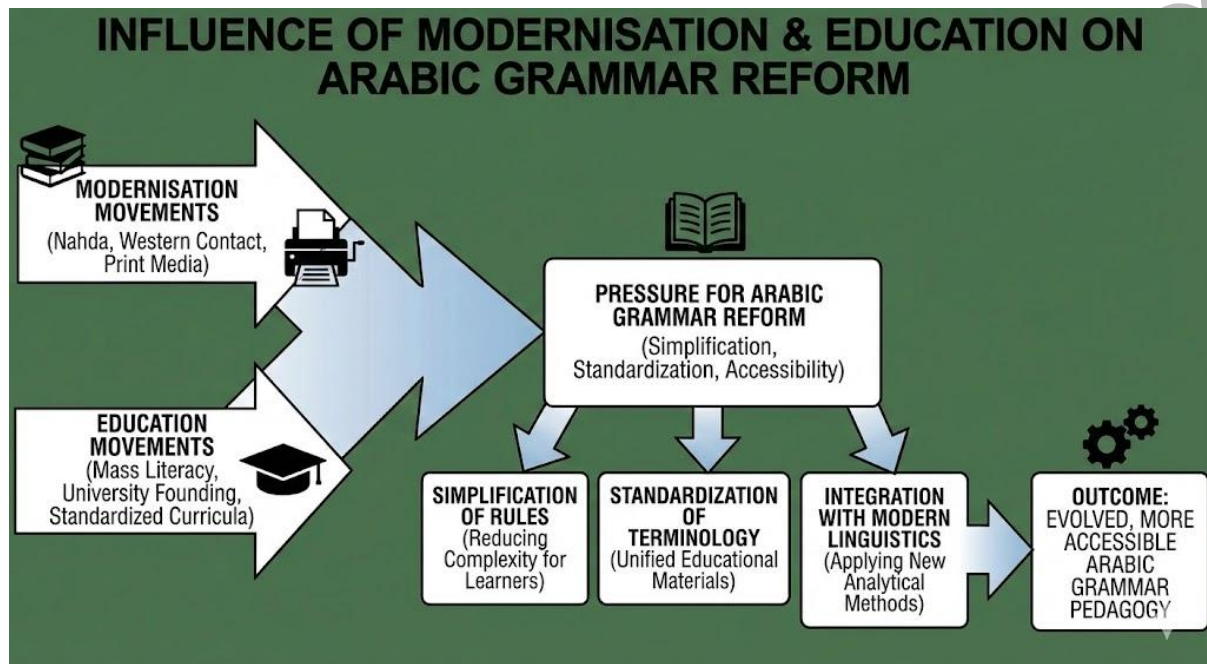


Figure 4.1 Modernisation and education shaping reform calls

Pilot questions 4.1

1. What aspect of Arabic grammar did early critiques focus on?
2. Fill in the blank: Reformist thinkers argued that the complexity of النحو discouraged _____.
3. Which two reformist voices in the early 20th century called for simplification?
4. Fill in the blank: Reformists like أحمد أمين and طه حسين argued that rigid grammar rules hindered effective _____.
5. Fill in the blank: The rise of modern _____ systems intensified the debate on grammar reform.



4.2 Key Reform Proposals (المقترحات الأساسية للتيسير)

4.2.1 Simplification of الإعراب (declension endings)

One of the most common reform proposals has been the simplification of الإعراب (declension endings). Traditional grammar requires learners to master complex case endings that indicate grammatical roles such as subject, object, or predicate. Reformists argued that these endings are often unnecessary in everyday communication, since meaning can be understood from context. Simplification proposals included reducing the number of case endings taught in schools or focusing only on the most essential ones.

Fill in the blank: Reformists argued that many case endings are unnecessary because meaning can be understood from _____.

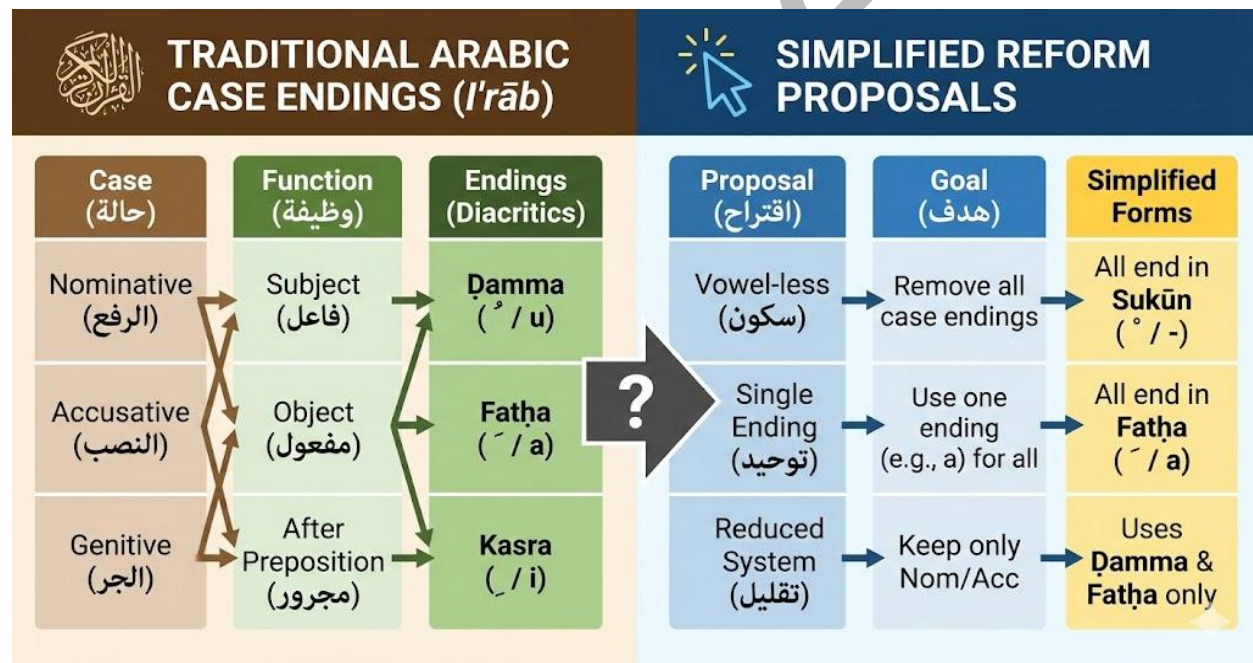


Figure 4.2 Simplification of الإعراب proposals

4.2.2 Streamlining النحو rules for learners

Another major proposal was to streamline النحو (syntax) rules. Traditional grammar often presents learners with highly detailed classifications and exceptions, which can be overwhelming. Reformists suggested focusing on core rules that are most relevant for



communication, while reducing emphasis on rare or complex structures. This approach aimed to make grammar more practical and less intimidating, especially for schoolchildren.

Fill in the blank: Reformists suggested focusing on core rules most relevant for _____.

Proposal	Explanation	Educational Benefit
Reduce emphasis on rare exceptions	Focus less on unusual or marginal cases that complicate learning.	Makes grammar more straightforward and less intimidating for learners.
Focus on core structures	Prioritize teaching the most common and essential syntactic patterns.	Builds a strong foundation for communication and literacy.
Make grammar practical for learners	Emphasize usage in everyday contexts rather than abstract theory.	Enhances accessibility, aligning with modern pedagogy and OER principles.

Box 4.2 Streamlining القواعد rules

4.2.3 Integration of اللهجات into teaching approaches

Some reformists proposed integrating اللهجات (dialects) into teaching approaches. Their argument was that learners already use dialects in everyday life, so connecting grammar instruction to familiar speech would make learning easier. This proposal was controversial, as critics feared it would undermine الفصحى. However, reformists believed that acknowledging dialects could bridge the gap between formal instruction and real-world communication.

Fill in the blank: Reformists argued that integrating dialects into teaching would bridge the gap between instruction and _____.

Proposal	Intended benefit	Concern raised
Use dialect examples	Easier connection for learners	Weakens الفصحى
Teach grammar via dialect	Relates rules to everyday speech	Loss of standardisation



Combine dialect + الفصحى	Balanced approach	Difficult to implement
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Table 4.1 Proposed integration of dialects into teaching

Pilot questions 4.2

1. Fill in the blank: Reformists argued that many case endings are unnecessary because meaning can be understood from _____.
2. What was the main aim of streamlining النحو rules?
3. Fill in the blank: Reformists suggested focusing on core rules most relevant for _____.
4. What was one benefit of integrating dialects into teaching?
5. Fill in the blank: Reformists argued that integrating dialects into teaching would bridge the gap between instruction and _____.

4.3 Scholarly And Cultural Responses (ردود الفعل العلمية والثقافية)

4.3.1 Supporters of reform and their arguments

Supporters of reform argued that simplifying النحو العربي (Arabic grammar) was essential for making the language more accessible to learners. They emphasised that excessive complexity discouraged students and limited the spread of literacy. Reformists also believed that easing grammar rules would help Arabic compete with European languages in modern education, ensuring its relevance in a rapidly changing world. Their arguments often highlighted the need to balance tradition with practicality.

Fill in the blank: Supporters of reform argued that simplifying grammar was essential for making the language more _____.

Argument	Explanation	Educational Impact
----------	-------------	--------------------



Simplification increases accessibility for learners	Reducing complexity makes grammar easier to grasp, especially for beginners and non-specialists.	Expands participation in Arabic learning and lowers barriers to entry.
Encourages literacy and wider use of Arabic	Streamlined rules promote faster acquisition of reading and writing skills.	Strengthens literacy rates and supports broader use of Arabic in education and society.
Helps Arabic remain relevant in modern education	Reform aligns grammar teaching with contemporary pedagogical practices and learner needs.	Ensures Arabic remains competitive and adaptable in global educational contexts.

Box 4.3 Arguments supporting reform

4.3.2 Critics defending traditional grammar

Critics of reform strongly defended the traditional system of grammar, viewing it as a cornerstone of Arabic identity and heritage. They argued that الإعراب and detailed النحورules were not obstacles but rather essential features that gave Arabic its precision and richness. For them, simplifying grammar risked weakening الفصحى and disconnecting learners from the intellectual and literary tradition. Many critics believed that reforms would dilute the language and undermine its role as a unifying standard.

Fill in the blank: Critics argued that simplifying grammar risked weakening _____.



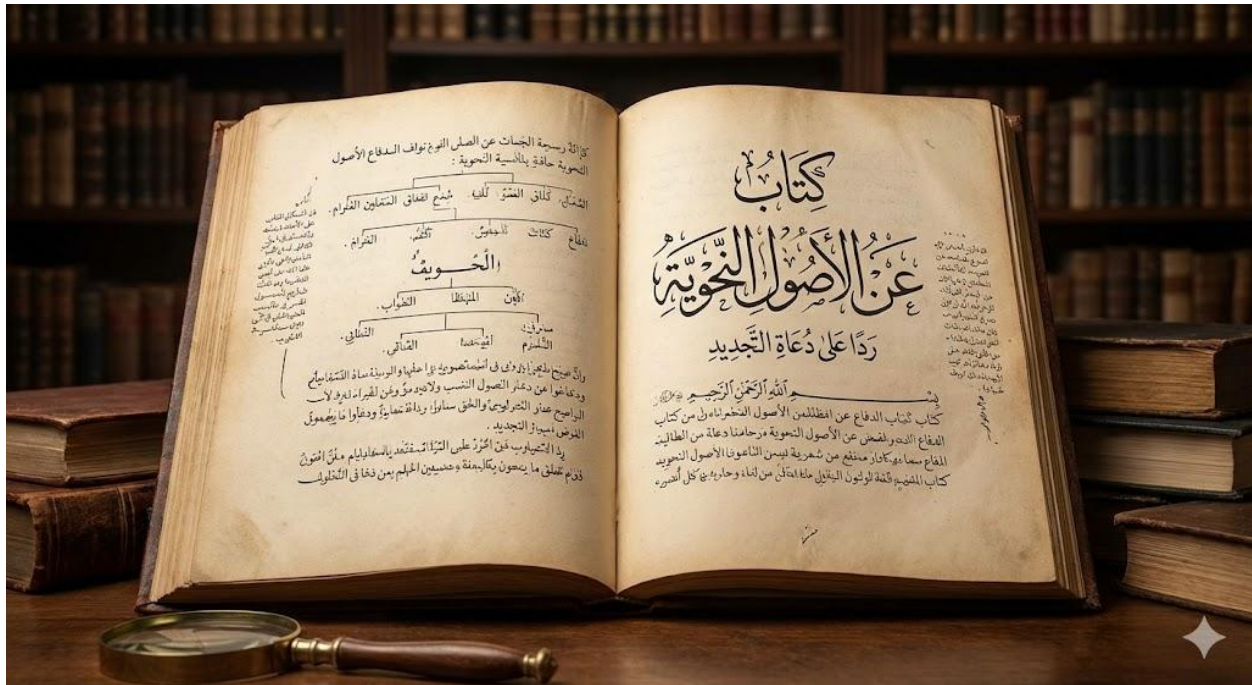


Plate 4.2 Classical Arabic grammar manuscript

4.3.3 Balancing heritage with accessibility

The debate between reformists and traditionalists highlighted the challenge of balancing التراث (heritage) with accessibility. While reformists sought to ease learning for students, critics emphasised the importance of preserving the depth and precision of Arabic grammar. This tension reflects broader cultural questions about how societies adapt their traditions to modern needs. Many scholars today acknowledge that both perspectives have merit, and the challenge lies in finding a middle ground that respects heritage while supporting learners.

Fill in the blank: The debate highlighted the challenge of balancing heritage with _____.



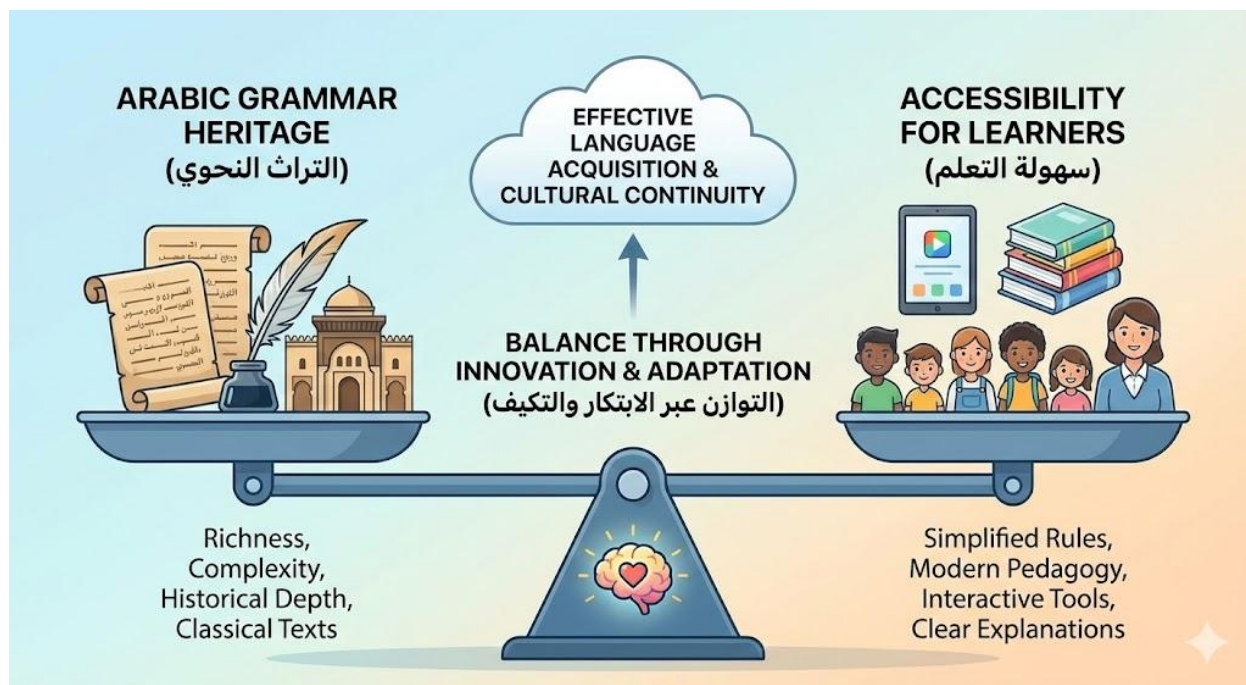


Figure 4.3 Balancing heritage with accessibility

Pilot questions 4.3

1. Fill in the blank: Supporters of reform argued that simplifying grammar was essential for making the language more _____.
2. What did critics believe would be weakened by grammar simplification?
3. Fill in the blank: Critics argued that simplifying grammar risked weakening _____.
4. What is the main challenge highlighted by the debate between reformists and traditionalists?
5. Fill in the blank: The debate highlighted the challenge of balancing heritage with _____.



4.4 Contemporary Implications And Future Directions (الآثار المعاصرة والاتجاهات المستقبلية)

4.4.1 Impact on education and curriculum design

The debate over easing Arabic grammar has had a direct impact on **التعليم** (education). Many schools continue to teach traditional grammar, but reformist ideas have influenced curriculum design, especially in contexts where learners struggle with complexity. Some educators have adopted simplified approaches, focusing on practical communication rather than exhaustive rules. This shift reflects the ongoing tension between preserving heritage and meeting the needs of modern classrooms.

Fill in the blank: Some educators have adopted simplified approaches, focusing on practical _____ rather than exhaustive rules.

Dimension	Explanation	Curriculum Implications
Traditional grammar remains in many schools	Classical frameworks, with their emphasis on <i>i' rāb</i> and memorisation, are still widely taught.	Preserves heritage but often challenges learners with complexity.
Simplified approaches adopted in some contexts	Reformist methods reduce emphasis on rare exceptions and focus on practical usage.	Improves accessibility, especially in primary education and non-native contexts.
Focus on communication over memorisation	Modern pedagogy prioritises functional language skills rather than rote learning of rules.	Aligns with contemporary educational goals, encouraging literacy and active engagement.

Box 4.4 Impact on education and curriculum

4.4.2 Role of الإعلام and technology in promoting simplified grammar

Modern **الإعلام** (media) and technology have played a significant role in promoting simplified grammar. Television programmes, online tutorials, and educational apps often present grammar in accessible formats, reducing reliance on complex rules. Social media platforms also encourage



informal usage, which aligns more closely with reformist ideas. Technology has therefore become a powerful tool for bridging the gap between traditional instruction and contemporary communication.

Fill in the blank: Social media platforms encourage informal usage, which aligns more closely with _____ ideas.

Medium	Approach	Impact on learners
Television	Simplified explanations	Easier understanding
Online tutorials	Step-by-step guidance	Accessible learning
Educational apps	Interactive exercises	Engaging practice
Social media	Informal usage	Relatable content

Table 4.2 Media and technology promoting simplified grammar

4.4.3 Prospects for Arabic grammar in the 21st century

Looking ahead, the future of Arabic grammar will likely involve a balance between tradition and reform. Scholars predict that **الفصحى** will remain central to formal education and cultural identity, while simplified approaches will continue to gain ground in practical learning contexts. The challenge lies in ensuring that reforms do not dilute the richness of Arabic, but instead make it more accessible to new generations. This coexistence reflects the adaptability of the language and its ability to evolve with changing social and educational needs.

Fill in the blank: Scholars predict that **الفصحى** will remain central to formal education and cultural



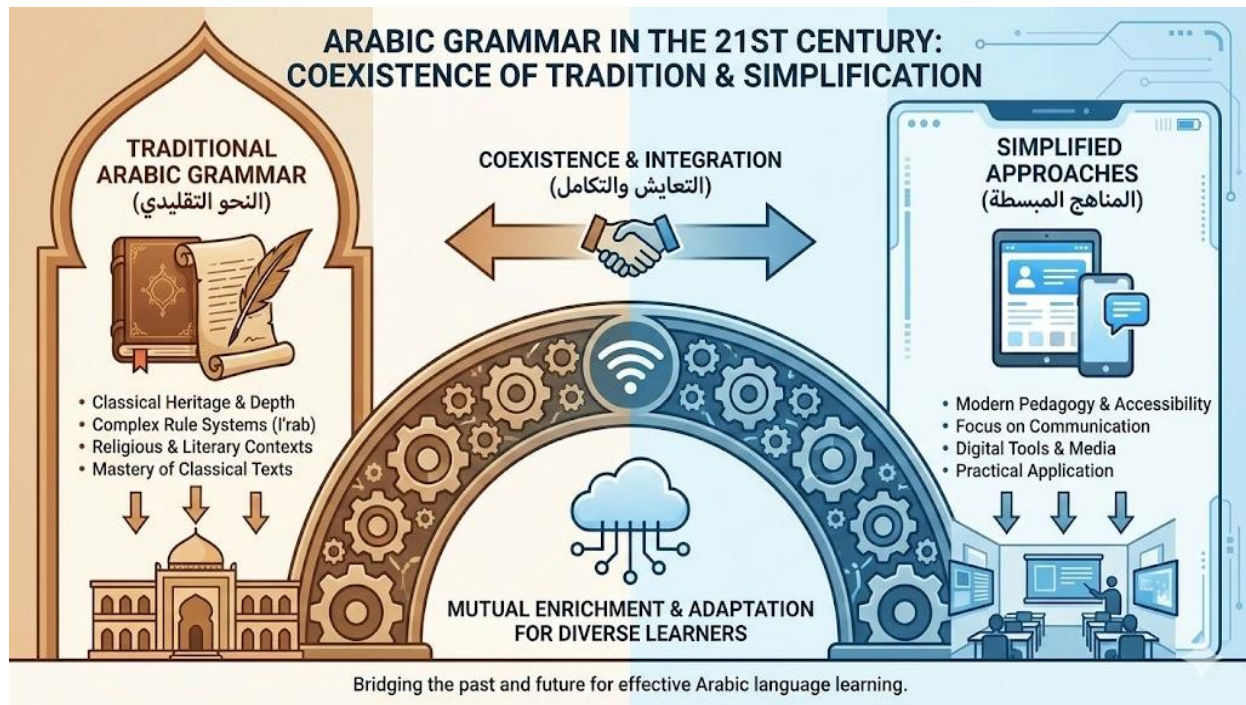


Figure 4.4 Prospects for Arabic grammar in the 21st century

Pilot questions 4.4

1. Fill in the blank: Some educators have adopted simplified approaches, focusing on practical _____ rather than exhaustive rules.
2. How have educational apps promoted simplified grammar learning?
3. Fill in the blank: Social media platforms encourage informal usage, which aligns more closely with _____ ideas.
4. What role will الفصحى continue to play in the future of Arabic grammar?
5. Fill in the blank: Scholars predict that الفصحى will remain central to formal education and cultural _____.



Series summary

This Series has examined the historical and contemporary calls for easing النحو العربي (Arabic grammar), highlighting their relevance to education, culture, and identity. We began with the historical background, looking at early critiques of grammar complexity and reformist voices in the late 19th and early 20th centuries. We then explored key reform proposals, including the simplification of الإعراب, streamlining of النحو rules, and the integration of اللهجات into teaching. Following that, we analysed scholarly and cultural responses, contrasting supporters who emphasised accessibility with critics who defended heritage. Finally, we considered contemporary implications, focusing on education, media, technology, and the prospects for Arabic grammar in the 21st century.

By completing this Series, you should now be able to define the historical background of reform calls (SLO 4.1), explain proposals for simplifying grammar (SLO 4.2), describe suggestions for integrating dialects into teaching (SLO 4.3), analyse scholarly and cultural responses (SLO 4.4), evaluate the balance between heritage and accessibility (SLO 4.5), and assess the contemporary implications of reform calls (SLO 4.6). These outcomes equip you to critically engage with the debate on Arabic grammar reform, appreciating both the need for accessibility and the importance of preserving linguistic heritage.

Glossary of terms

- الإعلام (media): Platforms such as television, cinema, and social networks that influence how Arabic grammar and reform ideas are communicated.
- الإعراب (declension endings): The system of case endings in Arabic grammar that indicate grammatical roles such as subject, object, or predicate.
- اللهجات (dialects): Regional spoken varieties of Arabic used in everyday communication, sometimes proposed for integration into teaching approaches.
- النحو (syntax): The set of rules governing sentence structure in Arabic, often criticised for its complexity and detailed classifications.



- **التراث (heritage):** The cultural and intellectual tradition associated with Arabic grammar, defended by critics of reform as essential to identity.
- **التعليم (education):** The formal system of schooling where debates about grammar reform have influenced curriculum design and teaching methods.
- **تبسيط النحو (grammar simplification):** Reform proposals aimed at reducing the complexity of Arabic grammar to make it more accessible for learners.
- **طه حسين (Taha Hussein):** A prominent 20th-century reformist voice who argued for easing Arabic grammar to support modern education.
- **أحمد أمين (Ahmed Amin):** An early reformist scholar who highlighted the need to simplify grammar rules for students.
- **ازدواجية لغوية (diglossia):** The coexistence of **الفصحى** in formal contexts and dialects in informal communication, relevant to debates about integrating dialects into teaching.
- **الفصحى (Classical Arabic):** The standardised form of Arabic used in formal, religious, and academic contexts, often contrasted with dialects in reform debates.

Concept Check Questions [Series 4]

Objective questions

1. What aspect of Arabic grammar did early critiques identify as overly complex? (Linked to SLO 4.1)
2. Which two reformist voices in the early 20th century called for grammar simplification? (Linked to SLO 4.1)
3. What is the term for the system of case endings in Arabic grammar? (Linked to SLO 4.2)
4. Which proposal suggested connecting grammar instruction to everyday speech? (Linked to SLO 4.3)



5. What role will **الفصحى** continue to play in the future of Arabic grammar? (Linked to SLO 4.6)

Short-answer questions

6. Explain one reason reformists argued for simplifying **الإعراب**. (Linked to SLO 4.2)
7. Describe one way reformists proposed streamlining **النحو** rules. (Linked to SLO 4.2)
8. Identify one benefit and one concern of integrating dialects into teaching. (Linked to SLO 4.3)
9. Summarise one argument made by critics defending traditional grammar. (Linked to SLO 4.4)
10. How have educational apps promoted simplified grammar learning? (Linked to SLO 4.6)

Long-answer questions

11. Analyse the scholarly debate between supporters of reform and critics of traditional grammar, and evaluate how this reflects broader cultural concerns. (Linked to SLO 4.4, SLO 4.5)
12. Assess the contemporary implications of grammar reform, considering its impact on education, media, and the future of Arabic grammar. (Linked to SLO 4.6)

Answers to Concept Check Questions [Series 4]

Objective questions

1. **الإعراب** (declension endings).
2. **طه حسين** and **أحمد أمين**.
3. **الإعراب**.
4. Integration of **اللهجات** (dialects).
5. It will remain central to formal education and cultural identity.



Short-answer questions

6. Reformists argued that many case endings are unnecessary because meaning can often be understood from context.
7. They suggested focusing on core rules most relevant for communication and reducing emphasis on rare exceptions.
8. Benefit: Easier connection for learners. Concern: Weakens الفصحى and standardisation.
9. Critics argued that simplifying grammar risked weakening الفصحى and disconnecting learners from heritage.
10. Educational apps use interactive exercises and step-by-step guidance to make grammar learning engaging and accessible.

Long-answer questions

11. **Basic response:** Supporters of reform emphasised accessibility and literacy, while critics defended heritage and precision. This debate reflects the challenge of balancing modern educational needs with cultural preservation.

Value-added response: Beyond the Series, this debate illustrates broader cultural concerns about identity, modernisation, and inclusivity. It shows how language reform is tied to national identity, educational policy, and the tension between tradition and innovation.

12. **Basic response:** Grammar reform has influenced curriculum design, media, and technology, making learning more accessible while preserving الفصحى for formal contexts.

Value-added response: Outstanding learners may note that the implications extend to cultural identity, global competitiveness, and the adaptability of Arabic in the digital age. The future of Arabic grammar depends on striking a balance between accessibility for learners and safeguarding the richness of the language.



Part 4.1: Historical Background of Reform Calls (الخلفية التاريخية للدعوات الإصلاحية)

1. الإعراب (declension endings)
2. Learners
3. طه حسين and أحمد أمين
4. Learning
5. Education

Part 4.2: Key Reform Proposals (المقترحات الأساسية للتيسير)

1. Context
2. To make grammar practical and less intimidating
3. Communication
4. Easier connection for learners
5. Real-world communication

Part 4.3: Scholarly And Cultural Responses (ردود الفعل العلمية والثقافية)

1. Accessible
2. الفصحى
3. الفصحى
4. Balancing heritage with accessibility
5. Accessibility

Part 4.4: Contemporary Implications And Future Directions (الآثار المعاصرة والاتجاهات المستقبلية)

1. Communication
2. By using interactive exercises and step-by-step guidance
3. Reformist



4. It will remain central to formal education and cultural identity
5. Identity



General References (APA style)

- Amin, A. (1938). *Fajr al-Islam*. Cairo: Lajnat al-Ta'lif wa al-Tarjama.
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- Ferguson, C. A. (1959). *Diglossia*. *Word*, 15(2), 325–340.
- Open Educational Resources (OER Commons). (n.d.). Retrieved from <https://www.oercommons.org>

Illustration attributions

- *Box 4.1 Early critiques of Arabic grammar*
 - AI prompt: “Generate a text box summarising early critiques of Arabic grammar complexity.”
 - Search string: “Arabic grammar reform early critiques OER”
- *Plate 4.1 Reformist voices in Arabic grammar*
 - AI prompt: “Generate an image of early 20th-century Arabic reformers discussing grammar simplification.”
 - Search string: “Arabic grammar reform Ahmed Amin Taha Hussein OER”
- *Figure 4.1 Modernisation and education shaping reform calls*
 - AI prompt: “Generate a diagram showing how modernisation and education movements influenced Arabic grammar reform.”
 - Search string: “Arabic grammar reform modernisation education OER”
- *Figure 4.2 Simplification of الإعراب proposals*



- AI prompt: “Generate a diagram comparing traditional Arabic case endings with simplified reform proposals.”
- Search string: “Arabic grammar reform simplification of declension OER”
- *Box 4.2 Streamlining النحر rules*
 - AI prompt: “Generate a text box summarising proposals for streamlining Arabic syntax rules.”
 - Search string: “Arabic grammar reform streamlining syntax rules OER”
- *Table 4.1 Proposed integration of dialects into teaching*
 - AI prompt: “Generate a table showing proposals for integrating Arabic dialects into teaching, with benefits and concerns.”
 - Search string: “Arabic grammar reform integration of dialects OER”
- *Box 4.3 Arguments supporting reform*
 - AI prompt: “Generate a text box summarising arguments supporting Arabic grammar reform.”
 - Search string: “Arabic grammar reform supporters arguments OER”
- *Plate 4.2 Classical Arabic grammar manuscript*
 - AI prompt: “Generate an image of a classical Arabic grammar manuscript defending traditional rules.”
 - Search string: “Classical Arabic grammar manuscript OER”
- *Figure 4.3 Balancing heritage with accessibility*
 - AI prompt: “Generate a diagram showing balance between Arabic grammar heritage and accessibility for learners.”
 - Search string: “Arabic grammar reform balance heritage accessibility OER”
- *Box 4.4 Impact on education and curriculum*



- AI prompt: “Generate a text box summarising the impact of grammar reform on education and curriculum design.”
- Search string: “Arabic grammar reform education curriculum OER”
- *Table 4.2 Media and technology promoting simplified grammar*
 - AI prompt: “Generate a table showing how media and technology promote simplified Arabic grammar.”
 - Search string: “Arabic grammar reform media technology OER”
- *Figure 4.4 Prospects for Arabic grammar in the 21st century*
 - AI prompt: “Generate a diagram showing coexistence of traditional Arabic grammar and simplified approaches in the 21st century.”
 - Search string: “Future of Arabic grammar coexistence reform tradition OER”



Series 5: Defense of Traditional Arabic Grammar

Part 1: Historical Foundations Of Traditional Grammar (الجزور التاريخية للنحو التقليدى)

- 5.1.1 Emergence of classical grammar schools (Basra and Kufa)
- 5.1.2 Contributions of early grammarians such as سيبويه
- 5.1.3 Grammar as a tool for preserving Qur'anic integrity

Part 2: Core Arguments For Preserving Traditional Grammar (الحجج الأساسية للحفاظ على النحو التقليدى)

- 5.2.1 Precision and richness of الإعراب
- 5.2.2 Role of النحو in safeguarding الفصحى
- 5.2.3 Grammar as cultural and intellectual heritage

Part 3: Scholarly And Educational Defence (الدفاع العلمى والتربوى)

- 5.3.1 Academic critiques of reform proposals
- 5.3.2 Defence of traditional grammar in schools and universities
- 5.3.3 Case studies of successful teaching using traditional methods

Part 4: Contemporary Relevance And Future Prospects (الأهمية المعاصرة والآفاق المستقبلية)

- 5.4.1 Traditional grammar in modern scholarship
- 5.4.2 Its role in media, literature, and religious discourse
- 5.4.3 Prospects for sustaining traditional grammar in the 21st century

Introduction

In the last Series, we examined the calls for easing Arabic grammar, focusing on reformist voices who sought to simplify rules for learners and adapt to modern educational needs. Yet, alongside these reformist movements, many scholars and educators have consistently defended traditional grammar as a cornerstone of Arabic identity, culture, and intellectual heritage. This Series turns



to that defence, highlighting why traditional grammar remains valued and how it continues to shape Arabic scholarship today.

The aim of this Series is to present the arguments and perspectives that support the preservation of traditional Arabic grammar. It will equip you with an understanding of why many scholars resist reform, how traditional grammar is defended in academic and educational contexts, and what role it plays in contemporary discourse.

We shall commence this Series by exploring the historical foundations of traditional grammar, including the contributions of early grammarians and its role in preserving Qur'anic integrity. Next, we will move on to the core arguments for preserving traditional grammar, such as its precision, richness, and cultural significance. Following that, we will examine scholarly and educational defences, including critiques of reform proposals and case studies of successful teaching. Finally, we will wrap up by considering the contemporary relevance of traditional grammar, its role in modern scholarship, media, and religious discourse, and its prospects for the future.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 5.1** define the historical foundations of traditional Arabic grammar, including the contributions of early grammarians and its role in preserving Qur'anic integrity (Linked to Part 1),
- **SLO 5.2** explain the core arguments for preserving traditional grammar, such as the precision of الإعراب and the safeguarding of الفصحى (Linked to Part 2),
- **SLO 5.3** describe how traditional grammar is defended in academic and educational contexts, including critiques of reform proposals (Linked to Part 3),
- **SLO 5.4** analyse case studies of successful teaching using traditional grammar methods (Linked to Part 3),



- **SLO 5.5** evaluate the contemporary relevance of traditional grammar in scholarship, media, literature, and religious discourse (Linked to Part 4), and
- **SLO 5.6** assess the prospects for sustaining traditional grammar in the 21st century (Linked to Part 4).

5.1 Historical Foundations Of Traditional Grammar (الجزور التاريخية للنحو التقليدي)

5.1.1 Emergence of classical grammar schools (Basra and Kufa)

The study of **النحو العربي** (Arabic grammar) began to take shape in the early centuries of Islam, with two major centres of scholarship: **Basra** and **Kufa**. These schools developed distinct approaches to analysing language, but both shared the goal of preserving the integrity of Arabic. Basra was known for its strict and logical methodology, while Kufa often relied on practical usage and examples from poetry. Together, they laid the foundation for a systematic study of grammar that would influence generations of scholars.

Fill in the blank: The two major centres of early Arabic grammar were _____ and Kufa.

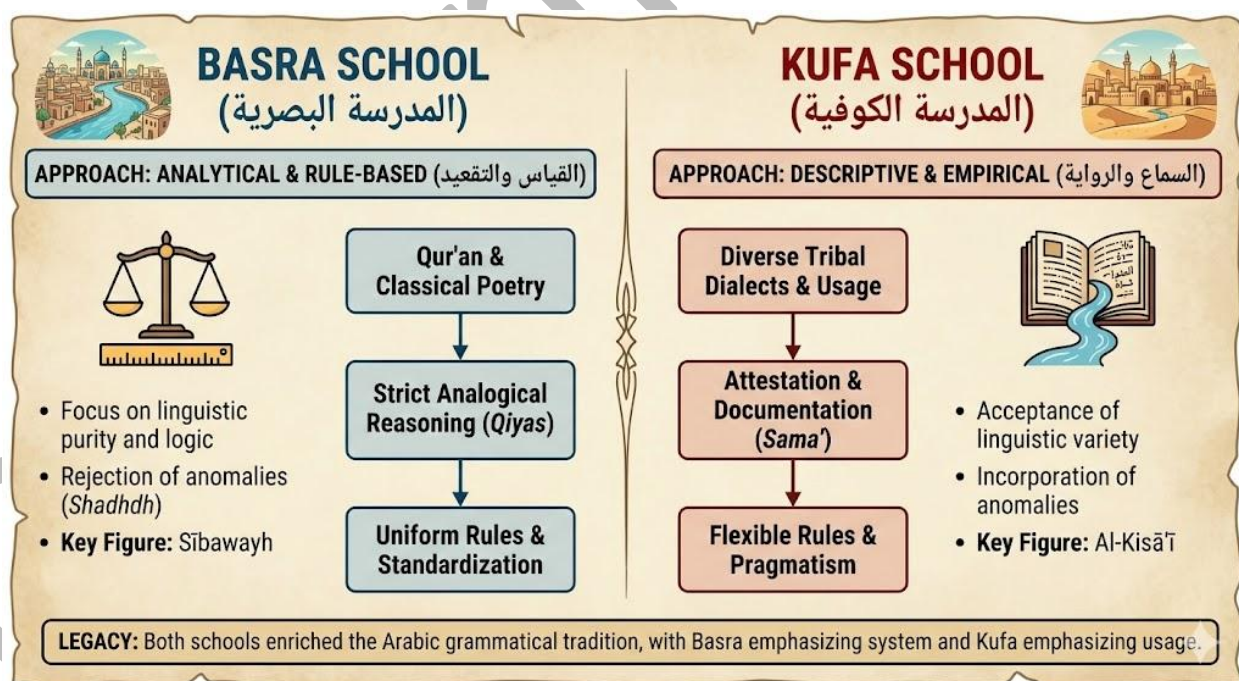


Figure 5.1 Emergence of classical grammar schools



5.1.2 Contributions of early grammarians such as سيبويه

One of the most influential figures in Arabic grammar was سيبويه (Sībawayh), whose monumental work الكتاب codified the rules of grammar with remarkable precision. His analysis of الإعراب (declension endings) and النحو (syntax) became the standard reference for scholars. Other grammarians, such as المبرد and الكسائي, also contributed to refining and expanding the tradition. Their collective efforts ensured that Arabic grammar was not only preserved but also elevated to a discipline of intellectual rigour.

Fill in the blank: The most influential early grammar book was _____ by سيبويه.



Plate 5.1 Manuscript of Sibawayh's الكتاب

5.1.3 Grammar as a tool for preserving Qur'anic integrity

A key motivation for developing traditional grammar was the preservation of the Qur'an. Scholars recognised that precise rules of النحو and الإعراب were essential to ensure correct recitation and interpretation. Grammar thus became a tool for safeguarding the sacred text, preventing errors that could alter meaning. This religious dimension gave grammar a status



beyond mere linguistic analysis, embedding it deeply in the cultural and spiritual life of Arabic-speaking communities.

Fill in the blank: Grammar was seen as essential for preserving the integrity of the _____.

Role	Explanation	Significance
Ensures correct recitation	Mastery of grammatical rules safeguards accurate pronunciation and case endings (<i>i' rāb</i>) in Qur'anic recitation.	Preserves the oral tradition and maintains uniformity across generations.
Prevents misinterpretation	Grammar clarifies syntactic structures, reducing ambiguity in meaning.	Protects against theological and legal misunderstandings.
Protects the sacred text's integrity	Codified grammar stabilizes the language of revelation, ensuring consistency in transmission.	Upholds the Qur'an's status as a central text in Islamic faith and scholarship.

Box 5.1 Grammar and Qur'anic preservation

Pilot questions 5.1

1. What were the two major centres of early Arabic grammar?
2. Fill in the blank: The most influential early grammar book was _____ by سيبويه.
3. Name one other grammarian besides سيبويه who contributed to traditional grammar.
4. Fill in the blank: Grammar was seen as essential for preserving the integrity of the _____.
5. Why did grammar gain a status beyond linguistic analysis in early Islamic scholarship?



5.2 Core Arguments For Preserving Traditional Grammar (الحجج الأساسية للحفاظ على النحو التقليدي)

5.2.1 Precision and richness of الإعراب

Defenders of traditional grammar emphasise the الإعراب (declension endings) as a source of precision and richness in Arabic. These endings allow speakers and writers to convey subtle distinctions in meaning, ensuring clarity even in complex sentences. For scholars, the preservation of الإعراب is not simply about rules but about maintaining the expressive depth of the language. Reform proposals that reduce or remove case endings are often criticised for weakening this precision.

Fill in the blank: Defenders of traditional grammar argue that الإعراب provides _____ and richness in Arabic.

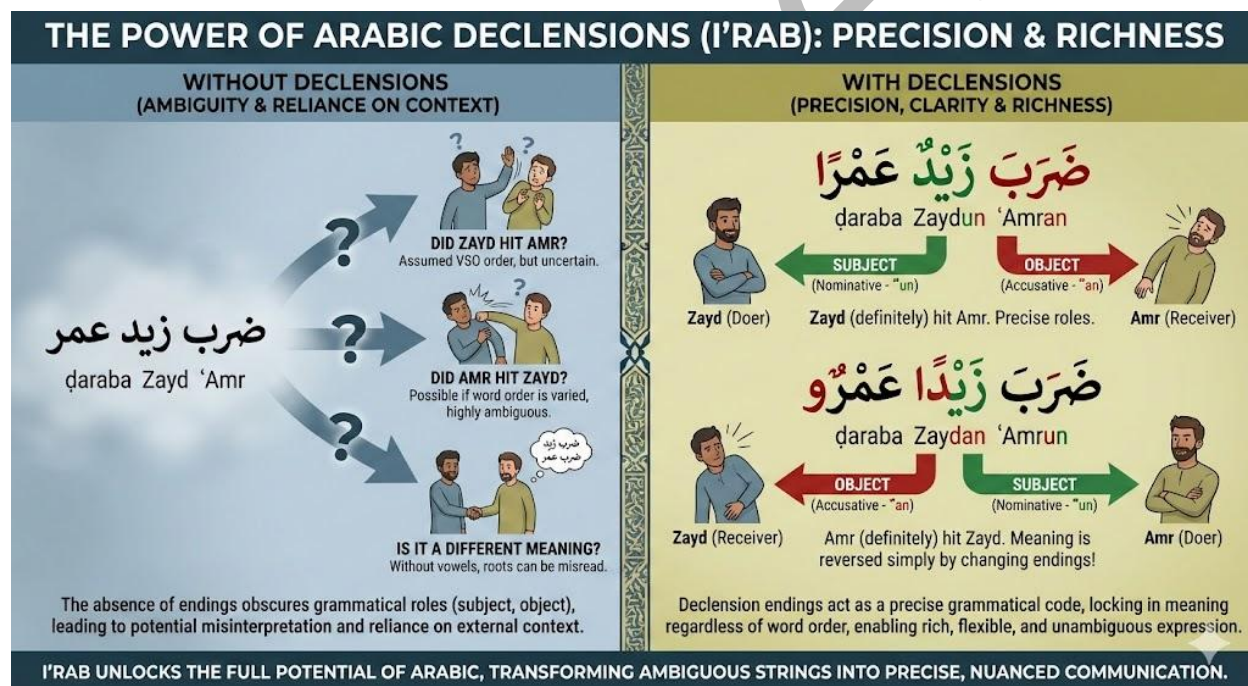


Figure 5.2 Precision and richness of الإعراب

5.2.2 Role of النحو in safeguarding الفصحى

Traditionalists also highlight the role of النحو (syntax) in safeguarding الفصحى (Classical Arabic). By adhering to established rules, speakers and writers maintain a consistent standard that unites the Arab world. Grammar thus acts as a protective framework, ensuring that الفصحى remains



distinct from dialects and continues to serve as the language of scholarship, religion, and formal communication.

Fill in the blank: Traditionalists believe that النحو safeguards _____ as a unifying standard.

Role	Explanation	Cultural/Educational Impact
Maintains consistency across regions	Syntax provides a unified framework for sentence construction, ensuring stability across diverse Arabic-speaking communities.	Preserves mutual intelligibility and strengthens shared identity.
Protects الفصحى from dialectal influence	By codifying rules, syntax shields Classical Arabic from erosion by colloquial variations.	Safeguards the prestige of الفصحى in scholarly, religious, and literary contexts.
Ensures unity in scholarship and religion	Syntax guarantees precise interpretation of texts, especially the Qur'an and classical works.	Upholds intellectual and spiritual continuity across generations.

Box 5.2 Role of النحو in safeguarding الفصحى

5.2.3 Grammar as cultural and intellectual heritage

Beyond its linguistic function, traditional grammar is viewed as part of التراث (heritage). It represents centuries of scholarly effort, intellectual debate, and cultural identity. Defenders argue that abandoning or simplifying grammar risks severing ties with this heritage. For them, grammar is not only a tool for communication but also a symbol of continuity, linking modern learners to the classical tradition of Arabic scholarship.

Fill in the blank: Traditional grammar is seen as part of Arabic _____, representing centuries of scholarly effort.



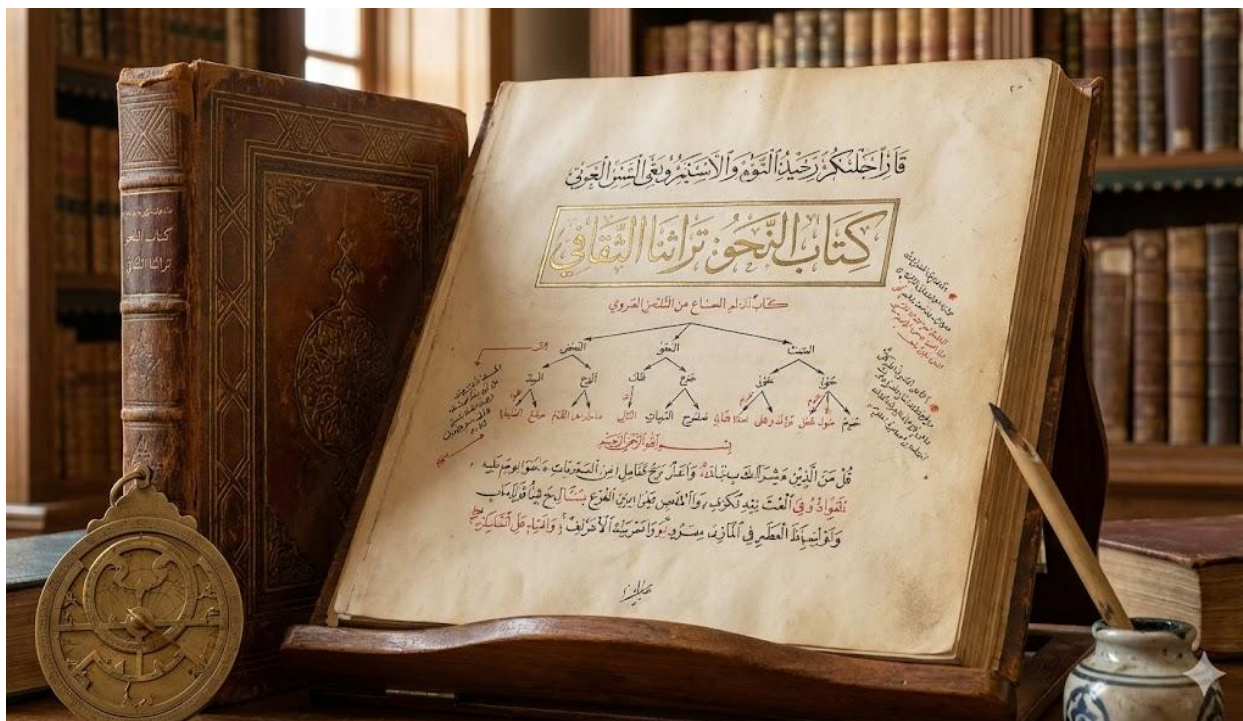


Plate 5.2 Grammar as cultural and intellectual heritage

Pilot questions 5.2

1. Fill in the blank: Defenders of traditional grammar argue that الإعراب provides _____ and richness in Arabic.
2. What role does النحو play in safeguarding الفصحى?
3. Fill in the blank: Traditionalists believe that النحو safeguards _____ as a unifying standard.
4. Why do defenders view grammar as part of التراث?
5. Fill in the blank: Traditional grammar is seen as part of Arabic _____, representing centuries of scholarly effort.



5.3 Scholarly And Educational Defence (الدفاع العلمى والتربوى)

5.3.1 Academic critiques of reform proposals

Scholars who defend traditional grammar often critique reform proposals as oversimplifications that risk weakening the language. They argue that proposals to reduce الإعراب (declension endings) or streamline النحو (syntax) overlook the depth and precision that make Arabic unique. Academic defenders highlight that reforms may serve short-term convenience but undermine the intellectual tradition built over centuries. For them, grammar is not just a tool for learners but a scholarly discipline that must be preserved in its full richness.

Fill in the blank: Academic defenders argue that reform proposals risk weakening the _____ of Arabic.

Critique	Explanation	Scholarly Concern
Oversimplification undermines precision	Reform proposals risk stripping grammar of its analytical depth by removing complex rules.	May weaken learners' ability to interpret nuanced texts accurately.
Risks weakening intellectual tradition	Classical grammar embodies centuries of scholarship and cultural heritage.	Reform could erode continuity with the intellectual legacy of Arabic linguistics.
Grammar must be preserved in full richness	Critics argue that the complexity of grammar reflects the richness of the language itself.	Simplification may reduce appreciation of Arabic's expressive and literary power.

Box 5.3 Academic critiques of reform proposals

5.3.2 Defence of traditional grammar in schools and universities

Educational institutions have long defended traditional grammar as essential for maintaining standards in Arabic learning. In schools, teachers often emphasise memorisation of rules and mastery of case endings, believing this builds discipline and accuracy. Universities continue to



teach classical texts such as *سيبويه* by *الكتاب*, reinforcing the scholarly value of traditional grammar. This defence reflects a commitment to ensuring that learners engage deeply with the language rather than relying on simplified shortcuts.

Fill in the blank: Universities reinforce the scholarly value of traditional grammar by teaching classical texts such as _____.



Plate 5.3 Defence of traditional grammar in education

5.3.3 Case studies of successful teaching using traditional methods

Several case studies demonstrate that traditional grammar methods can be effective when taught with clarity and patience. For example, schools that integrate recitation, analysis of Qur'anic verses, and classical poetry often report strong learner outcomes. These methods show that traditional grammar, far from being outdated, can foster deep linguistic competence and cultural appreciation. Defenders use such examples to argue that traditional approaches remain relevant and successful in modern classrooms.

Fill in the blank: Case studies show that traditional grammar methods can foster deep linguistic _____ and cultural appreciation.



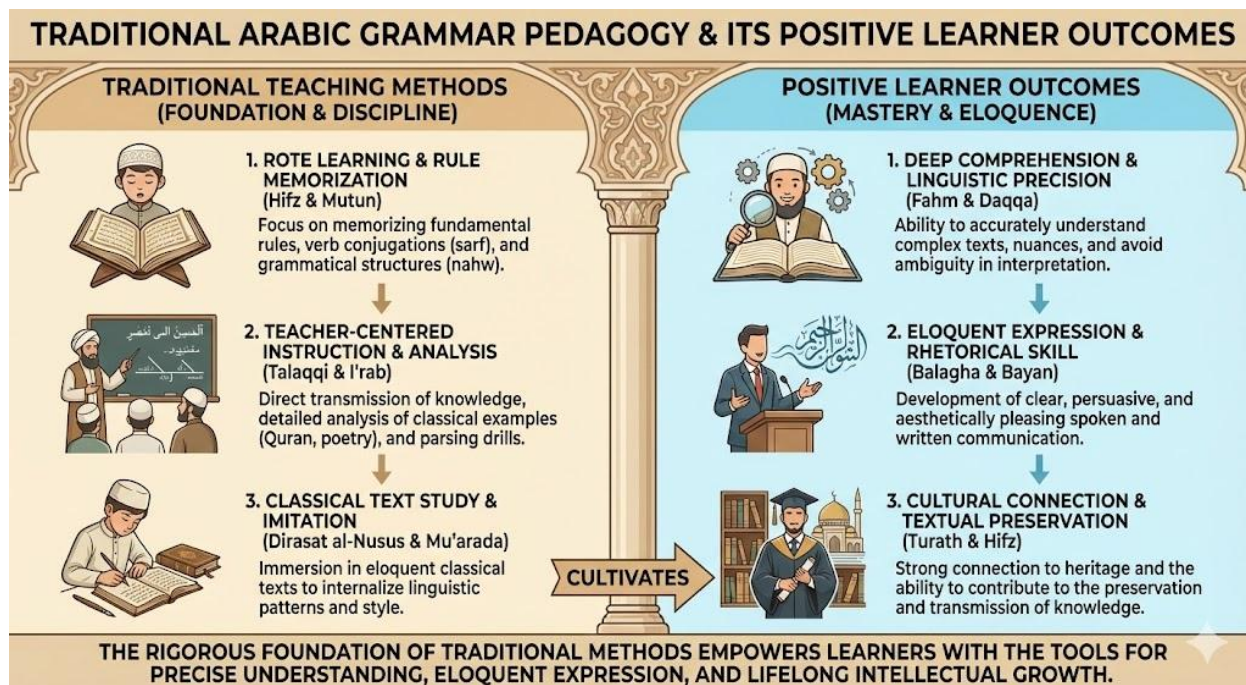


Figure 5.3 Case studies of successful traditional grammar teaching

Pilot questions 5.3

1. Fill in the blank: Academic defenders argue that reform proposals risk weakening the _____ of Arabic.
2. What is one reason schools defend traditional grammar?
3. Fill in the blank: Universities reinforce the scholarly value of traditional grammar by teaching classical texts such as _____.
4. What kinds of texts are often used in case studies of successful teaching?
5. Fill in the blank: Case studies show that traditional grammar methods can foster deep linguistic _____ and cultural appreciation.



5.4 Contemporary Relevance And Future Prospects (الأهمية المعاصرة والآفاق المستقبلية)

5.4.1 Traditional grammar in modern scholarship

Traditional grammar continues to play a central role in modern scholarship. Researchers and academics rely on the precision of الإعراب (declension endings) and النحو (syntax) to interpret classical texts, produce critical editions, and engage in linguistic analysis. Its enduring relevance demonstrates that traditional grammar is not merely historical but remains a living discipline that supports advanced study and scholarly rigour.

Fill in the blank: Modern scholars rely on traditional grammar to interpret _____ texts and produce critical editions.



Plate 5.4 Traditional grammar in modern scholarship

5.4.2 Its role in media, literature, and religious discourse

Traditional grammar also maintains a strong presence in الإعلام (media), literature, and religious discourse. News outlets and formal publications often adhere to الفصحى, which depends on traditional grammar for accuracy and consistency. Literary works, especially poetry, continue to draw on classical structures, while religious discourse relies on precise grammar to safeguard



meaning in Qur’anic interpretation and sermons. This shows that traditional grammar remains embedded in everyday cultural and communicative practices.

Fill in the blank: Religious discourse relies on precise grammar to safeguard meaning in _____ interpretation. Context	Role of traditional grammar	Example use
Media	Ensures accuracy and consistency	News reports
Literature	Preserves classical structures	Poetry and prose
Religious discourse	Safeguards meaning and precision	Qur’anic interpretation

Table 5.1 Role of traditional grammar in contemporary contexts

5.4.3 Prospects for sustaining traditional grammar in the 21st century

Looking ahead, defenders of traditional grammar argue that it can coexist with modern reforms while retaining its central role in scholarship and cultural identity. The challenge lies in adapting teaching methods to make traditional grammar accessible without losing its depth. Many scholars believe that technology, digital resources, and innovative pedagogy can help sustain traditional grammar for future generations, ensuring that learners appreciate both its intellectual heritage and practical relevance.

Fill in the blank: Defenders argue that traditional grammar can coexist with modern _____ while retaining its central role.



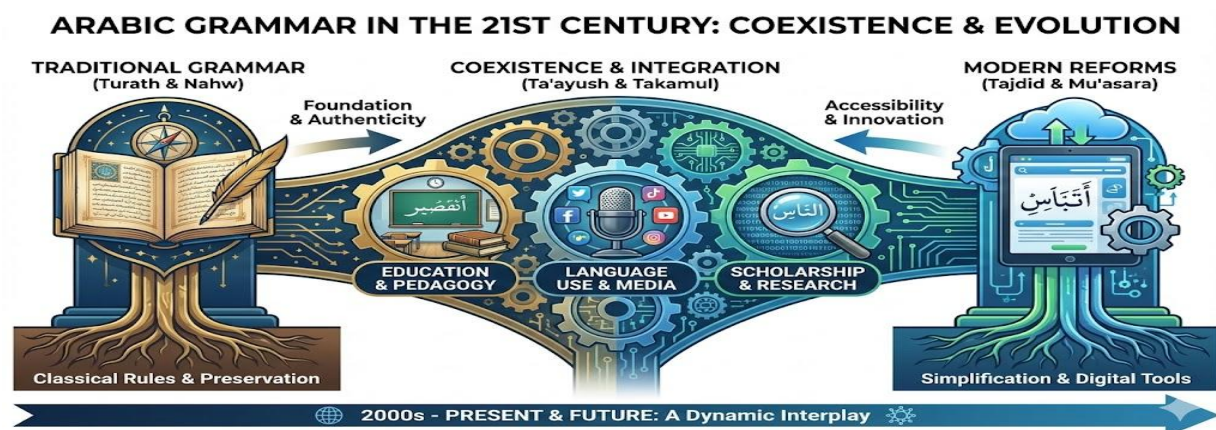


Figure 5.4 Prospects for sustaining traditional grammar

Pilot questions 5.4

1. Fill in the blank: Modern scholars rely on traditional grammar to interpret _____ texts and produce critical editions.
2. What role does traditional grammar play in media and literature today?
3. Fill in the blank: Religious discourse relies on precise grammar to safeguard meaning in _____ interpretation.
4. What challenge do defenders highlight when adapting teaching methods for traditional grammar?
5. Fill in the blank: Defenders argue that traditional grammar can coexist with modern _____ while retaining its central role.



Series summary

This Series has focused on the defence of traditional Arabic grammar, emphasising its historical foundations, scholarly arguments, and contemporary relevance. We began by tracing the emergence of the Basra and Kufa schools, the contributions of early grammarians such as سيبويه, and the role of grammar in safeguarding Qur'anic integrity. We then examined the core arguments for preservation, including the precision of الإعراب, the safeguarding of الفصحى, and grammar as cultural and intellectual heritage. Following that, we explored scholarly and educational defences, looking at critiques of reform proposals, the role of schools and universities, and case studies of successful teaching. Finally, we considered the continuing relevance of traditional grammar in modern scholarship, media, literature, and religious discourse, as well as its prospects for the future.

By completing this Series, you should now be able to define the historical foundations of traditional grammar (SLO 5.1), explain the core arguments for its preservation (SLO 5.2), describe how it is defended in academic and educational contexts (SLO 5.3), analyse case studies of successful teaching (SLO 5.4), evaluate its contemporary relevance (SLO 5.5), and assess its future prospects (SLO 5.6). These outcomes provide you with a balanced understanding of why traditional grammar continues to be defended and how it remains integral to Arabic scholarship and cultural identity.

Glossary of terms

- **الإعلام (media):** Platforms such as television, newspapers, and digital outlets that use الفصحى and rely on traditional grammar for accuracy and consistency.
- **الإعراب (declension endings):** The system of case endings in Arabic grammar that indicate grammatical roles such as subject, object, or predicate, valued for precision and richness.
- **التراث (heritage):** The cultural and intellectual tradition associated with Arabic grammar, representing centuries of scholarly effort and identity.



- **الفصحى (Classical Arabic):** The standardised form of Arabic used in formal, religious, and academic contexts, safeguarded by traditional grammar.
- **النحو (syntax):** The set of rules governing sentence structure in Arabic, seen as essential for maintaining the unity and consistency of الفصحى.
- **Basra school:** One of the earliest centres of Arabic grammar, known for its logical and systematic approach to linguistic analysis.
- **Kufa school:** Another early centre of Arabic grammar, recognised for its reliance on practical usage and examples from poetry.
- **سيبويه (Sibawayh):** A foundational grammarian whose work **الكتاب** codified Arabic grammar and became the standard reference for scholars.
- **الكتاب (The Book):** The seminal grammar text authored by Sibawayh, regarded as the cornerstone of Arabic linguistic tradition.
- **Qur'anic integrity:** The preservation of the Qur'an's meaning and recitation through precise application of grammar rules, a key motivation for traditional grammar.



Concept Check Questions [Series 5]

Objective questions

1. Which two schools were the earliest centres of Arabic grammar? (Linked to SLO 5.1)
2. Who authored *الكتاب*, the foundational text of Arabic grammar? (Linked to SLO 5.1)
3. What system of endings provides precision and richness in Arabic grammar? (Linked to SLO 5.2)
4. Which form of Arabic does *النحر* safeguard as a unifying standard? (Linked to SLO 5.2)
5. What role does traditional grammar play in religious discourse today? (Linked to SLO 5.5)

Short-answer questions

6. Explain why grammar was considered essential for preserving Qur'anic integrity. (Linked to SLO 5.1)
7. Describe one argument made by defenders about the cultural importance of grammar. (Linked to SLO 5.2)
8. Summarise one academic critique of reform proposals. (Linked to SLO 5.3)
9. Identify one way universities reinforce the scholarly value of traditional grammar. (Linked to SLO 5.3)
10. How do case studies demonstrate the effectiveness of traditional teaching methods? (Linked to SLO 5.4)

Long-answer questions

11. Analyse the scholarly and educational defence of traditional grammar, and evaluate its effectiveness in resisting reform proposals. (Linked to SLO 5.3, SLO 5.4)
12. Assess the contemporary relevance of traditional grammar, considering its role in scholarship, media, literature, and religious discourse. (Linked to SLO 5.5, SLO 5.6)



Objective questions

1. Basra and Kufa.
2. سيبويه (Sībawayh).
3. الإعراب (declension endings).
4. الفصحى (Classical Arabic).
5. It safeguards meaning in Qur'anic interpretation.

Short-answer questions

6. Grammar ensured correct recitation and prevented misinterpretation of the Qur'an.
7. Defenders argue grammar is part of التراث (heritage), representing centuries of scholarly effort and cultural identity.
8. Academics critique reforms as oversimplifications that undermine precision and intellectual tradition.
9. Universities teach classical texts such as سيبويه by الكتاب to reinforce scholarly value.
10. Case studies show that traditional methods, such as recitation and analysis of poetry, foster deep linguistic competence and cultural appreciation.

Long-answer questions

11. **Basic response:** Scholarly defence critiques reforms as oversimplifications, while educational institutions emphasise memorisation and classical texts. Case studies show traditional methods can be effective, demonstrating resistance to reform.

Value-added response: Beyond the Series, this defence reflects broader cultural concerns about identity and continuity. It highlights how traditional grammar sustains intellectual rigour and cultural heritage, resisting pressures of modernisation while adapting teaching methods to remain effective.



12. **Basic response:** Traditional grammar remains relevant in scholarship, media, literature, and religious discourse, ensuring accuracy and cultural continuity.

Value-added response: Outstanding learners may note that its relevance extends to global scholarship, digital resources, and cultural identity. Traditional grammar's coexistence with modern reforms illustrates its adaptability, ensuring it remains integral to Arabic in the 21st century.

Answers to Pilot Questions [Series 5]

Part 5.1: Historical Foundations Of Traditional Grammar (الجزء التاريخي للنحو التقليدي)

1. Basra and Kufa
2. الكتاب
3. الكسائي or الميرد
4. Qur'an
5. Because grammar safeguarded correct recitation and meaning, giving it cultural and spiritual importance

Part 5.2: Core Arguments For Preserving Traditional Grammar (الحجج الأساسية للحفاظ على (النحو التقليدي)

1. Precision
2. It safeguards الفصحى as a unifying standard
3. الفصحى
4. Because it represents centuries of scholarly effort and cultural identity
5. Heritage

Part 5.3: Scholarly And Educational Defence (الدفاع العلمى والتربوى)

1. Strength
2. Schools believe it builds discipline and accuracy



3. سيويه by الكتاب
4. Qur'anic verses and classical poetry
5. Competence

Part 5.4: Contemporary Relevance And Future Prospects (الأهمية المعاصرة والآفاق المستقبلية)

1. Classical
2. It ensures accuracy in media and preserves classical structures in literature
3. Qur'anic
4. Making grammar accessible without losing depth
5. Reforms



General References (APA style)

- Sībawayh. (n.d.). *Al-Kitāb*. Classical Arabic grammar text.
- Versteegh, K. (1997). *The Arabic linguistic tradition*. London: Routledge.
- Suleiman, Y. (2003). *The Arabic language and national identity: A cultural politics*. Edinburgh: Edinburgh University Press.
- Ferguson, C. A. (1959). *Diglossia*. *Word*, 15(2), 325–340.
- Open Educational Resources (OER Commons). (n.d.). Retrieved from <https://www.oercommons.org>

Illustration attributions

- *Figure 5.1 Emergence of classical grammar schools*
 - AI prompt: “Generate a diagram showing Basra and Kufa grammar schools and their distinct approaches to Arabic grammar.”
 - Search string: “Basra Kufa Arabic grammar schools OER”
- *Plate 5.1 Manuscript of Sībawayh’s كتاب*
 - AI prompt: “Generate an image of a manuscript of Sībawayh’s *Kitab*, the foundational text of Arabic grammar.”
 - Search string: “Sibawayh *Kitab* Arabic grammar manuscript OER”
- *Box 5.1 Grammar and Qur’anic preservation*
 - AI prompt: “Generate a text box summarising the role of grammar in preserving Qur’anic integrity.”
 - Search string: “Arabic grammar Qur’an preservation OER”
- *Figure 5.2 Precision and richness of الإعراب*



- AI prompt: “Generate a diagram showing Arabic sentences with and without declension endings to highlight precision and richness.”
- Search string: “Arabic grammar declension endings precision OER”
- *Box 5.2 Role of النحو in safeguarding الفصحى*
 - AI prompt: “Generate a text box summarising the role of syntax in safeguarding Classical Arabic.”
 - Search string: “Arabic grammar syntax safeguarding Classical Arabic OER”
- *Plate 5.2 Grammar as cultural and intellectual heritage*
 - AI prompt: “Generate an image of a classical Arabic manuscript symbolising Arabic grammar as cultural heritage.”
 - Search string: “Arabic grammar cultural intellectual heritage manuscript OER”
- *Box 5.3 Academic critiques of reform proposals*
 - AI prompt: “Generate a text box summarising academic critiques of Arabic grammar reform proposals.”
 - Search string: “Arabic grammar reform academic critiques OER”
- *Plate 5.3 Defence of traditional grammar in education*
 - AI prompt: “Generate an image of students studying classical Arabic grammar texts in a university classroom.”
 - Search string: “Arabic grammar traditional teaching university OER”
- *Figure 5.3 Case studies of successful traditional grammar teaching*
 - AI prompt: “Generate a diagram showing traditional grammar teaching methods and their positive learner outcomes.”
 - Search string: “Arabic grammar traditional teaching case studies OER”
- *Plate 5.4 Traditional grammar in modern scholarship*



- AI prompt: “Generate an image of a modern scholar studying classical Arabic manuscripts using traditional grammar.”
- Search string: “Arabic grammar modern scholarship manuscripts OER”
- *Table 5.1 Role of traditional grammar in contemporary contexts*
 - AI prompt: “Generate a table showing the role of traditional grammar in media, literature, and religious discourse.”
 - Search string: “Arabic grammar role media literature religion OER”
- *Figure 5.4 Prospects for sustaining traditional grammar*
 - AI prompt: “Generate a diagram showing coexistence of traditional Arabic grammar and modern reforms in the 21st century.”
 - Search string: “Future of Arabic grammar coexistence tradition reform OER”

