

A Comparative Study of the Curriculum of Arabic Grammar in Iraq and Lebanon

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This research is a study of two textbooks: - “Arabic language and Literature” for Iraqi third intermediate class students, and “Arabic language “for the ninth class in Lebanon”. The study is divided into three chapters. Chapter One is a comparison of the activity of writing, with its associated subjects of dictation and composition in the studied textbooks. Chapter Two compares the literary subjects such as poetry and reading in the two textbooks. Chapter Three is devoted to comparing "grammar" in the two textbooks. It is concluded that the Iraqi textbook is characterised by sequencing, in presenting ideas, and that there are more topics in the Lebanese textbook than in the Iraqi one. The text of the study contains more details about the comparison of the two textbooks.

Key words: *Arabic Language, Literature, Curriculum*

Introduction

Ibn Manzur defines the curriculum in a language as the clear road, the way conversation is clear. The fact that our conversation is about this approach to the curricula, so too the educational system of any country must be independent from negative intellectual influences that contradict it, with the necessity imposed by the modern world in its educational changes and developments in education. In order for the curriculum to be independent of attraction, education is the main pillar and effective weapon in facing future challenges that nations are racing to face in the race for progress, as well as those challenges that our educational system suffers from in Iraq.

The dilemma of students' weak levels in Arabic occupies those in charge of education all over the world, especially in the Arab world. I have frequently discussed this problem, and wrote many studies on it that presented many effective solutions to raise students' levels, the most important of which is developing and updating curricula in line with the world's

technology revolution. However, this curricular development and modernisation needs a serious contribution from specialists with knowledge and understanding, so that what is happening in the world of development is reflected in the updated curriculums (Ibn Manzur); (Al-Zwaini et al., 2011).

Authors of the Arabic curriculum have been consistent about this, especially in the Republic of Iraq. We mention in particular Arabic grammar curriculums, for the third intermediate class, first and second grades, which we are comparing in our research with the curriculum of the ninth grade of Lebanon. By doing so we try to identify strengths and weaknesses, convergences and differences, and the style in each approach. The research has been divided into three chapters: The first chapter compares expression, and dictation and creation issues in both approaches. The second chapter compares literary topics in poetry and reading, in both approaches. The third chapter is devoted to comparing grammatical topics in both Iraqi and Lebanese curriculums.

The study required the descriptive approach and the inductive analytical method. We begin by describing the vocabulary of the curriculum in one of the two countries (here is the curriculum of the Arabic language in the Republic of Lebanon, the ninth grade). Then we compare and analyse it and extrapolate what we can from it, in relation to the vocabulary of the other country's curriculum (and here the new curriculum of the Arabic language in the Republic of Iraq is the third middle class) and link the phenomena together. Then we highlight the disparity in the curriculum's vocabulary, if any, according to the description of the vocabulary and its comparison with its counterparts. Trying to apply what we have been able to analyse according to the contextual theory in the analysis of texts, we present the curriculum vocabulary, then move to the vocabulary of the curriculum in the other country.

The descriptive approach: It is a structured method of scientific analysis and interpretation, to reach specific purposes for a situation or problem. It relies on the study of the phenomenon, as it is in reality, and describes it accurately, whether qualitatively or quantitatively. Qualitative expression describes the phenomenon to us and clarifies its properties through the analysis of texts. As for the quantitative expression, it gives a numerical description that clarifies the amount of this phenomenon, its size, or the degree of its association with other phenomena. This will occur through counting the vocabulary of the curriculum and comparing it with its counterparts.

Academic research should be characterised by scientific and objective honesty. That is already recognised by previous studies on it, whether academic research or a serious critical study, secured by sources, references, research, and periodicals, since it has helped to reveal that the researcher has no assistance. It remains to point out that this research remains a humanitarian act that suffers from shortages, shortcomings, forgetfulness and error, so there

is perfection only for God alone, and my intention in this work is to seek good and diligence in science, and God has granted us and you (Sbeitan, 2010); (Al-Sakaki, 1956).

And There Were Some Lapses in the Body of the Iraqi Curriculum

1. The first unit, the subject matter is far from its title.
2. On page 13 at the end of the page, the second lesson was mentioned (the morphological balance). Text: The sentence is formulated in another way: (The man protected himself from deviation). It carries the meaning of the first sentence itself, the phrase is supposed to be as follows:

The sentence is converted to the past tense (prevent ...) because our saying that the sentence is formulated in another way creates confusion for the student, as it enters under another meaning, which is the present tense (purity), confusing things for the student.

3. On p. 14 it was reported (So (stay) we add to the scale what is added in the word) and the letter of the increase is not mentioned, which is the thousandth increase in clarification. Also, it should be noted that the greater character is placed in the position of the counterpart in the balance, since the increase is not only at the beginning of the word; there were words in the exercises for more words (seize, rebound).
4. In the second exercise of the morphological scale, p. 16, the operative of the question is formulated as follows (weigh the words in red and then delete them) in exercise 4.
5. The word "litigation" appeared in the text, which is based on the weight of a reactor, and its meaning is participation in the verb. This formula was not with Imam P, and a meaning other than what I wanted was the judicial use of the formula.
6. The era of the beginning of Islam: The phrase (As for prose has begun to be needed ...) mentioned the types of prose and it generates a conclusion, but what is meant is the types of prose? This has no relationship between prose and its types.
7. In the beginning of the hadith a phrase was mentioned (the researchers differed in determining the beginning of modern literature), and then it was appointed that they agreed. I see that the phrase difference in definition is deleted and the term agreement is confirmed. It does not violate the information at all.
8. The feature of the Umayyad period I suggest adding brief information in the text explaining the reasons for the flourishing art of public speaking.
9. Emotional Poetry: There was no short summary of the meaning of emotional poetry and its sections, in order for the student to understand the literary texts represented by it.
10. The word (Al-Dahaqeen) mentioned a Persian word in the meanings of vocabulary, which is not found in the poem and the text !!
11. It was mentioned in the operative part of Exercise No. (2) (triple verbs, which he extracted) that it is assumed that (verbs in the text are verbs) he extracted.

12. The fourth unit: the second lesson, in (benefit), should be added after (delete Ya), a sentence (and compensate with Tanween).
13. Most grammarians see that if a majority of them do not believe that the names attached to its mother are authentic (the origin of which then entered the definition, then it becomes the one) and not for the definition, then it invites correction.
14. Fifth Unit: Benefit (to differentiate between the joints of the connecting and cutting ...) Transferring the text of the interest with the summary on p. 82, to be more general since the student focuses on the summary more than others.
15. Add a chart showing the elements or sentence of the condition, the condition tool, verb condition, and the condition response.
16. The story of foetal dialogue: It makes the student confused, especially in matters of life and death which are too deep for the student to absorb, as well as being far from the faith side that characterises our society.
17. A word appeared in the meanings of the vocabulary (redundancy: multiplication in excess) and I did not find it in the text.
18. A word appeared in the meanings of the vocabulary (jazel: joy) and it was not mentioned in the text at all.
19. There was a word in the meanings of the vocabulary (Al-Munakeb: High position) and it was not mentioned in the text.
20. On p. 57 in Halal and expressed (this is a dress of good colour), (Halal: this, the word "Manouneh" name), the arrangement is unclear which confuses the student. Does the intention belong to this or another word?
21. A word appeared - after the text - (most likely: its best), and it is not present in the text.
22. The word "our brothers" and the right path (our brothers) were also mentioned in the text. The Almighty said: "The believers are brothers."
23. The phrase (as literature was chosen) was formed by linking the conjunction and the connection of the link; in fact it falls in the drawer of speech and does not exist in the word; yes it is established only at the beginning of the speech and does not show any movement in the drawing.
24. The phrase "according to the integrative approach" and its rightness (according to the integrative approach) also appeared in the text.
25. The phrase "(original expressions of signs which are)" and "right" are also in Al-Matn without Waw, because Waw is superfluous.
26. The phrase "(among the things that the writer mentioned in her book and to which modern Arab civilisation owes Arab numbers)" is mentioned in the text, and the right (which you owe ...) without the extra waw.
27. The phrase "I was chosen from the poems that were easier to pronounce" was also mentioned in the text. The correct term (chosen) occurred by reminding, without the feminisation of T, because the V indicates the feminisation of the subject, or the subject of the subject, and the deputy of the subject here (the easiest) is masculine.

28. The phrase (what we have presented) is also mentioned in opening the M and combining the right and the right (we presented it) by relieving the M and opening the N because the past verb is based on stillness if a conscience raised by him calls him here (us).
29. The phrase (and hoping for those in charge of teaching to reconcile in their work to achieve the desired goals of writing this book and providing us with their observations) was mentioned. That occurred by breaking the word “agreeing”. It is correct that it is written by opening, because it is pronounced on the word “conciliation” which is in effect the name of the subject, and it seems that what the authors signed in this Delusion is one of two things. The first is the distance between sympathisers, and the second is that they have assumed that (the marriage) is a feminine plural that is focused on fracturing instead of the opening.
30. The phrase “Nun’s collection of the masculine peace is broken, whereas Nun Al-Muthanna is open, and both are deleted at the time of addition.
31. The phrase (by moving away from the inclination to the side of the other without the other) was mentioned and the word (without) is a circumstance used to denigrate, reduce and bring closer if it comes stripped of the preposition (from) and if it is associated with it becomes the meaning of (other) or (none) and therefore it is correct in the advanced phrase (from Without).
32. There was also the phrase (the two instruments converge (if) conditional policing and (if) policing is not assertive in meaning and there is an important and subtle difference between them if they are used for the thing expected to occur as God Almighty says: ((If Nasrallah and Al-Fath come)) but (if) is used for doubt In it or what is not desirable, as God Almighty said: ((And only Muhammad is a messenger from whom the Apostles have left him, so if he died or was killed, you would turn on your heels)) and what is correct (that (if) is used for the severed thing with his obtaining and much access and use (if) for the doubtful or rare or impossible .
33. The phrase “When I heal his wise men and his ministers recommended that his remains be carried in the ark of those who went to his country for the sake of the homeland”, which is a paragraph from a text of the Al-Jahiz that they came up with as an example of “lama” policewoman and it was better for them to come up with another example or clarify the meaning of (heal) because this The term causes confusion for the student in terms of derivation and significance, but in terms of derivation, he imagines that she derives from a cure that heals an innocent meaning, and in fact he did not derive from it and a mother in terms of significance because the student understands that (he cured) is innocent and identical to healing, so how he recommended the transfer of his body which leads to confusion In understanding the example and in reality (heal) a past tetrahedron in the sense of supervising death and a boat on Perdition (Al-Atabi et al., 2018); (Al-Askari, 1952).
34. In Exercise No. (1), point (5), the Messenger of God (may God’s prayers and peace be upon him and his family) said: “If you trust in God the right to trust in your livelihood as the bird feeds, you become a loin and return a blanket.” The authors mentioned in the presentation (The explanation) and the bottom line is that (if) he interfered with the verb

condition and did not mention its entry into the nominal sentence, but they cited this advanced example (if you were) in the exercises in which (if) I entered the nominal sentence and this causes a disturbance to the student and confusion in understanding the subject and was supposed to be mentioned in The conclusion and conclusion is that (if) may enter the nominal sentence or turn a blind eye to such examples, contrary to what they decided in the rule.

35. On page 45 of the tongue evaluation clause, the phrase (say: I bought ten pens and not less: I bought ten pens) and the right are both permissible, because if the number is exceeded, the number may be different from or matched.

36. It was mentioned in an example of the adjective, which is (this huge cosmic machine). The authors commented on this example (on p. 55) with the phrase (the word (huge) is raised because it described the word (cosmic) and it is a raised story, and I followed it in parsing) and it is correct that the word (huge) It is a second attribute of machine and not of universality, and the word (cosmic) is a first attribute of machine and not news, so the authors fell into two illusions.

37. In the fifth exercise of the topic of the allowance, the syntax of the following sentence (that great victory) was mentioned, and in this example there is a problem because it has two aspects of the syntax:

The First and the Strongest Aspect: (That): The name of a sign based on the conquest in the place of the beginning raising, and (the victory) is a raised news and the sign raised by the apparent vibrio, and (the great) is called to win the raised and the sign of the raised vibrio phenomenon. This face is the most famous and there is no substitute for it. In this way, the syntactic form does not fit the example of a substitution.

The Second Aspect, which is Weak and Incomplete: ((That) is a sign name based on the conquest in the place of the beginning raising, and (the victory) instead of the name of the sign is raised and the sign raised by the visible vibrio, and (the great) referred to the raised and the sign raised by the visible vibrio. This directive is suitable as an example of exchange, but includes two forms. The first is weak guidance, and the second is that the words on this directive are incomplete, because the news of the beginner is not present in the sentence.

Conclusion

After this presentation, let us review our aims, which is the conclusion of our research:

First: The Expressive Side

Iraqi authors have taken into account the varying levels of students, through their gradation in the presentation of topics (from easy to difficult). They also focused on structural issues that

develop student skills in reading and structural expression. They used sixteen construction topics, and it is interesting to note that the number of motivational topics presented is not commensurate with the number of lessons of expression, as we mentioned before; the lessons of expression are four in number, so why do we put sixteen subjects!

The Iraqi curriculum is unique for positing the lexicon of the student vocabulary from the authentic Arabic dictionaries, to teach students how to extract the meanings of words from the stomachs of dictionaries, and the way to use dictionaries in a simplified manner. However, the large number of unjustified deletions or the lack of the subject dictionary prevented the student from training properly. For example, it was not mentioned in the lexicon of the student as to words that begin with the letters (ta, d, t, d, d, z, or ...). So do these letters have no words in the dictionaries!?! Noting that the idea of the student dictionary is modern and interactive, it needs to be presented in an integrated manner, in addition to the Iraqi authors individually, by placing an appendix in the second part that contains common mistakes, to evaluate the students' year. It is possible to benefit from a study in this regard: "The effect of the unit approach using concept maps to correct common mistakes in grammatical concepts and for different stages (Al-Faraji); (Al-Majhasha'i, 1985)."

The topics of dictation were reduced to two lessons for hamza: one was devoted to the hamzat al-wasl, the other was for hamzat al-cut, with two lessons for punctuation: the first was devoted to signs (,, ("" -) and the second was given to signs (: ...! -?). It is worth noting the Lebanese curriculum did not contain spelling topics.

The Lebanese curriculum was distinguished from the Iraqi curriculum by containing six individual lessons for teaching the science of rhetoric. This develops students' abilities and written and expressive skills in a broad way. In addition, the Lebanese lessons have been carefully chosen to take into account the objectives of the curriculum.

Second: The Literary Side

We conclude from the above presented on the literary side that the authors of the Iraqi curriculum used sixteen subjects for reading, and sixteen literary topics to cover the curriculum topics that concerned poets, Arab poetry and some other literary arts such as story and rhetoric. The topics were chosen carefully - despite the deletion of some topics in the Iraqi curriculum. The former, if we compare the previous and current Iraqi approaches - bringing the total of the thirty-two lessons presented. However, the Lebanese curriculum is unique in offering forty varied literary lessons distributed between literary and reading subjects.

The Iraqi curriculum was also unique in presenting four topics developing the expression of the student, four topics dictating, and two topics from Arabic dictionaries under the name of the Student's Dictionary. As for the Lebanese curriculum, it contained six rhetorical lessons, in addition to two lessons devoted to the science of presentations.

The Iraqi authors are excused from setting the lessons of presentations in the Iraqi curriculum, and everyone knows that Arabic poetry is based on the lessons of show. So what is the benefit of memorising poetry for students without realizing poetry, the sections of poetry, the way it is cut, weighed and rhymed?

As for the Lebanese author, he begins to teach the student the concept of the poetic house, its sections, weights, cuttings, and even rhymes. That is in addition to teaching the student some of the clear major poetic seas that are indisputable, such as the long sea, the abundant sea and the simple sea. Therefore, the student's launch is correct, to memorise and study the poems. In addition to devoting an axis to each branch of Arabic literature in the Lebanese curriculum, one axis was devoted to emotional literature, another axis to stories, another axis to literary criticism, and another axis to discourse. There are four lessons within each axis.

Reading (Al-Wakeel et al., 1987); (Yaqoub, 2008); (Halliday and Ruqaiya 1976):

We conclude that with regard to reading, sixteen different lessons in the Iraqi curriculum were presented by the Authors' Committee, which is the same number of lessons developed for poetry and its arts, and this points to the observance of the Iraqi Authorship Committee in harmony, in topics, as it was noted that the reading lesson was presented to the rest of the lessons as it came first in the whole curriculum, with the aim of preparing the student mentally and psychologically before accessing grammatical or literary topics.

We also conclude that the Lebanese Curriculum Authoring Committee is unique in setting lessons related to the individual's life and public morals.

The axes set were divided in a way that contributes to developing students' capabilities and building their intellectual and analytical abilities. A special characteristic was devoted to building the character that includes texts which build the student's personality, another axis for communication patterns such as messages, research and reports, and he presented various political and other topics related to countries other than Lebanon. Another axis was devoted to education and the labour market, in which issues of development were presented; the revolution of technology, modern laboratories, science and work. They were also presented in the focus of the last future issues.

Third: The Grammatical Side

The Iraqi curriculum: We conclude from the aforementioned subject in the third chapter that the number of grammatical lessons developed is sixteen lessons. We have mentioned in the previous chapter that the literary side used sixteen lessons also, as we mentioned before that the reading was on sixteen subjects also, trying the same number of lessons. This equates the literary side of reading with the grammatical side to cover the curriculum, as well as following a wonderful method in presenting the lessons. Each unit begins (the first lesson with reading, then the second lesson of grammar, then the third lesson of literature), which makes the student more ready to read the grammatical material.

As for the Lebanese curriculum, it did not take into account the gradual presentation of the topics in the Iraqi curriculum. Instead the book of literature is separate from the book of grammar, and subjects are scattered. In other words it follows the method of teaching the old Iraqi curriculum when the Arabic language was separate books.

We also conclude, from what has passed in the body of the third chapter, that the number of lessons in the Lebanese curriculum is 22. By this the Lebanese educator exceeded the Iraqi curriculum with six grammatical lessons. This not only adds other topics, so we found after comparing the two approaches. There is a wide difference between the existing grammatical topics in the Lebanese and Iraqi curriculums. The number of topics in the Lebanese curriculum exceeded the weakness of its Iraqi counterpart, and we do not know the reason behind this imbalance in reducing grammatical lessons? Is it politically intended?!

Recommendations

1. A diagnosis of some of the hiccups in the Iraqi curriculum is mentioned in the body of our research. We hope that its authors will find out and correct it in the new edition.
2. We suggest moving the subject of the five-sided and six-sided verbs to the fourth stage (the fourth preparatory), to relieve the shoulders of the students from the complexity of the subject in this picture. It makes the student suffer from difficulty in understanding. Also, in the fourth preparatory one studies the source and one's work, since the third stage is finished. For the ministerial exam, there is nothing wrong with converting some of these lessons to the preparatory stage, and replacing them by filling the shortage of grammatical topics.

This is what was facilitated in this summary, as the authors tried in the Iraqi curriculum to take into account some of the things that maintain the prestige of the Arabic language, especially mentioning the formation of words, so that reading and writing are correct and free from error, as well as articulating historical sequence, arrangement, design, organisation, and the things that others contribute to student support.



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