

The Didactics of Syntactic Rules from a Functional Perspective: From "Inflection as an End in Itself" to "Inflection in the Service of Meaning" in Communicative Discourse

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Abstract:

This study examines the didactics of syntactic rules in secondary-school Arabic education from a functional perspective, with particular attention to the relationship between grammatical form, meaning, context, and communicative purpose. It addresses the persistent gap between learners' ability to identify grammatical functions and case markers in isolated sentences and their ability to mobilize grammatical knowledge in the comprehension and production of coherent communicative texts. The study adopts a descriptive, analytical, and critical approach. It first describes major features of the traditional formalist treatment of grammar, then analyzes selected grammatical activities and communicative text-based practices in secondary-school Arabic instruction, and critically examines the extent to which these practices connect grammatical structures with meaning and contextual use. The analysis is further informed by concepts drawn from functional linguistics, pragmatics, and text linguistics, particularly communicative competence, information structure, syntactic cohesion, reference, ellipsis, and the functional role of inflection.

The study argues that treating grammatical parsing primarily as an exercise in identifying formal markers may limit its communicative and interpretive value. From a functional perspective, inflection, constituent order, fronting and postponement, ellipsis, reference, and agreement can contribute to disambiguating meaning, organizing information, expressing communicative intentions, and establishing textual cohesion. On this basis, the study proposes a shift from sentence-centred grammar instruction towards text- and context-oriented practices in which grammatical analysis functions as a means of constructing and interpreting meaning. It recommends transforming grammar lessons into functional learning environments based on communicative situations, contextual analysis, textual reconstruction, comparative analysis, and guided text production.

Keywords: Functional Grammar; Grammar Didactics; Syntactic Parsing; Inflection; Communicative Competence; Text Grammar; Textual Cohesion; Secondary Education.

1. Introduction

The teaching of Arabic grammar has undergone significant pedagogical changes in recent decades, particularly with the increasing adoption of competency-based approaches that

place learners' ability to use language at the centre of the educational process. Within this orientation, grammatical knowledge can no longer be regarded solely as a body of rules to be memorized and reproduced. Rather, its educational value increasingly depends on the learner's ability to understand grammatical structures in context and to mobilize them appropriately in the comprehension and production of meaningful discourse.

This shift has brought renewed attention to functional approaches to language, which view linguistic structures not as autonomous formal entities but as resources used by speakers to perform communicative and pragmatic functions. From this perspective, grammar is closely related to meaning, context, discourse organization, and communicative intention. Grammatical structures therefore acquire their full significance not merely through their formal description, but through the functions they perform within actual linguistic use.

Despite these developments, selected instructional practices in secondary-school Arabic grammar continue to display features associated with a predominantly formal and sentence-centred orientation, in many instructional practices, to display features associated with a predominantly formal and sentence-centred orientation. Learners may be trained to identify grammatical functions, case endings, and governing relationships in isolated sentences, while receiving comparatively less systematic guidance on how these grammatical resources contribute to interpreting complete texts, organizing information, resolving ambiguity, maintaining textual cohesion, and expressing communicative intentions. This situation raises an important pedagogical question concerning the relationship between grammatical knowledge and its effective use in discourse.

The problem is therefore not necessarily the teaching of grammatical rules themselves, nor the practice of grammatical parsing (*i'rāb*) as such. Rather, it concerns the instructional function assigned to grammar and parsing. When grammatical analysis is reduced to the identification of formal markers without sufficient attention to meaning and context, it risks becoming an autonomous exercise detached from communicative use. By contrast, a functional perspective considers grammatical analysis a means of interpreting how linguistic choices contribute to the construction of meaning and the organization of discourse.

This issue is particularly significant in Arabic, where inflectional marking may contribute to identifying syntactic and semantic relationships and, in certain contexts, to reducing structural ambiguity. Similarly, constituent order, fronting and postponement, ellipsis, reference, agreement, and other grammatical resources may contribute to information organization and textual cohesion. Consequently, understanding grammar functionally requires moving beyond the isolated sentence towards the analysis of grammatical relations within larger textual and communicative structures.

Against this background, the present study adopts a descriptive, analytical, and critical approach to examine the didactics of syntactic rules from a functional perspective. It describes major characteristics of formalist grammar instruction, analyzes selected grammatical activities and text-based practices, and critically examines the extent to which grammatical phenomena are presented in connection with meaning, context, and communicative purpose. The study also draws upon relevant concepts from functional linguistics, pragmatics, and text linguistics in

order to establish a theoretical basis for reconsidering the pedagogical role of grammatical parsing.

The central problem of the study can therefore be formulated as follows:

How can the teaching of syntactic rules at the secondary-school level be reconsidered from a functional perspective so that grammatical parsing moves from a predominantly formal exercise towards a practice that contributes to meaning construction, textual interpretation, and communicative use?

This central question gives rise to the following sub-questions:

1. What are the principal characteristics and limitations of the formalist approach to grammar instruction at the secondary-school level?
2. What are the main principles of the functional approach to grammar and their implications for language teaching?
3. How can grammatical parsing be related to meaning, context, and communicative intention?
4. What role do inflection, constituent order, fronting and postponement, ellipsis, reference, and agreement play in the interpretation and organization of communicative texts?
5. To what extent do selected grammatical activities reflect a functional, text-oriented conception of grammar?
6. What pedagogical strategies can contribute to transforming grammar instruction from rule-centred practice into a functional and communicative learning process?

The study seeks to achieve the following objectives:

1. To describe the main characteristics of the traditional formalist treatment of Arabic grammar in secondary education.
2. To analyze selected grammatical activities from the perspective of their relationship to context, meaning, and language use.
3. To critically examine the limitations of sentence-centred and mechanically oriented grammatical practices.
4. To clarify the functional role of inflection and other syntactic resources in meaning construction and textual organization.
5. To establish a conceptual connection between grammar instruction, text grammar, and communicative competence.
6. To propose pedagogical strategies capable of integrating grammatical analysis into meaningful communicative and textual activities.

This study adopts a descriptive, analytical, and critical approach. The descriptive dimension identifies the main characteristics of formalist and sentence-centred grammar instruction. The analytical dimension examines selected grammatical activities and text-based examples in relation to grammatical form, meaning, context, and communicative function. The critical dimension evaluates the pedagogical limitations of predominantly formal practices and discusses the implications of a functional, text-oriented approach for grammar instruction. The study is conceptual and qualitative in nature and does not seek to measure the effectiveness of the proposed approach experimentally.

2. Methodology

This study adopts a descriptive, analytical, and critical methodology consistent with its theoretical and pedagogical objectives. The methodology is designed to examine the teaching of Arabic syntactic rules from a functional perspective, with particular emphasis on the relationship between grammatical form, meaning, context, and communicative purpose. It combines a description of prevailing formalist practices with a functional analysis of selected grammatical phenomena and pedagogical activities, followed by a critical discussion of their implications for grammar instruction at the secondary-school level.

2.1. Research Approach

The study employs three complementary approaches: descriptive, analytical, and critical.

The descriptive approach is used to identify and characterize the principal features of traditional and predominantly formalist approaches to Arabic grammar instruction, particularly practices centred on sentence-level analysis, grammatical identification, and mechanical parsing (*i' rāb*).

The analytical approach is used to examine selected grammatical structures, instructional activities, and communicative-text examples in terms of their relationship to meaning, context, communicative function, information structure, and textual cohesion. Particular attention is given to inflection, constituent order, fronting and postponement, reference, agreement, and ellipsis as grammatical resources that may contribute to meaning construction and discourse organization.

The critical approach is employed to evaluate the pedagogical limitations of treating grammatical rules primarily as formal objects of memorization and parsing. It further considers the pedagogical implications of relocating grammatical analysis within meaningful communicative and textual contexts.

The study is qualitative and conceptual in nature. It does not employ statistical procedures, experimental intervention, or a quantitative measurement of learners' achievement. Accordingly, its purpose is not to establish the empirical effectiveness of a particular instructional model, but to develop a theoretically grounded pedagogical argument for a more functional and context-sensitive approach to grammar instruction.

2.2. Analytical Framework

The analysis is informed by concepts derived primarily from functional linguistics, pragmatics, and text linguistics. These concepts provide the theoretical and analytical basis for examining grammatical structures not merely as formal categories but as linguistic resources that contribute to meaning and communication.

The analytical framework focuses on the following dimensions:

- the functional role of grammatical structures in context;
- inflection as an indicator of syntactic and semantic relations;
- constituent order and information structure;
- fronting and postponement as devices of information organization and communicative emphasis;
- reference, agreement, and ellipsis as cohesive mechanisms;
- the relationship between sentence grammar and text grammar;

- the interaction between grammatical form, semantic interpretation, and pragmatic function;
- the contribution of grammatical choices to textual cohesion and communicative coherence.

These dimensions are used as analytical categories for examining selected grammatical examples and pedagogical practices. The analysis therefore moves from the identification of grammatical form to the examination of its semantic, pragmatic, and textual function, in accordance with the central premise of the study that grammatical analysis should contribute to meaning construction rather than constitute an end in itself.

2.3. Corpus and Scope of Analysis

Given the conceptual and pedagogical nature of the study, the corpus is purposive rather than statistically representative. It consists of three complementary types of material: (1) selected grammatical examples and syntactic constructions, (2) selected communicative and textual examples, and (3) selected grammar-learning activities and assessment tasks relevant to secondary-school Arabic instruction.

The grammatical and textual examples are selected to illustrate the functional roles of case marking, constituent order, fronting and postponement, ellipsis, reference, agreement, and syntactic cohesion. The pedagogical material is examined with particular attention to the extent to which grammatical activities connect formal rules with contextual meaning, communicative purpose, and textual interpretation.

The scope of the analysis is therefore limited to the pedagogical treatment of Arabic syntactic rules at the secondary-school level, with particular emphasis on the transition from sentence-centred and formalist grammar instruction towards a functional, text-oriented model. The study does not attempt to provide a comprehensive evaluation of all Arabic language textbooks, curricula, teachers, or learners. Rather, the selected material is used analytically to illustrate broader pedagogical tendencies and to develop functional alternatives for grammar instruction.

The analysis proceeds through four successive stages. First, the selected material is examined to identify the grammatical phenomenon or instructional practice under consideration. Second, its formal grammatical characteristics are described. Third, the phenomenon is interpreted in relation to meaning, context, communicative intention, and textual function. Finally, its pedagogical implications are critically discussed, and where appropriate, an alternative functional activity or assessment model is proposed.

This methodological procedure ensures a clear correspondence between the research questions, analytical categories, selected material, and pedagogical proposals, while maintaining consistency with the qualitative and conceptual nature of the study.

2.4. Scope and Limitations of the Study

The study is limited to the pedagogical analysis of selected grammatical practices in secondary-school Arabic education. It does not seek to provide an experimental measurement of learners' achievement or to generalize its findings statistically. The proposed functional model is therefore intended as a conceptual and pedagogical framework that may provide a basis for future empirical investigation.

3. Theoretical and Conceptual Framework

To establish a scientific foundation for this study, an academic approach requires the analysis and clarification of the central concepts that constitute its theoretical framework.

3.1. The Nature of the Functional Approach in Educational Linguistics

In contemporary linguistic scholarship, language is no longer viewed merely as a collection of lexical items or as a closed system of formal rules. Rather, it is approached as a social activity aimed at exchanging experiences and establishing relationships. Within this context, functional linguistics emerged as an approach that regards “the formal structure of natural language as being contingently related to its primary function, namely, communication within human societies.”

Note: The final quotation should be accompanied by its complete bibliographical reference in the original manuscript. The expression “mechanical parsing” is used here for; depending on your theoretical framework, it may also be rendered as “formal parsing” or “artificial grammatical analysis.”⁽¹⁾

Accordingly, the functional approach in educational linguistics emerged to effect an epistemological break with traditional teaching methods. Whereas structuralism confined itself to describing idealised “linguistic competence” independently of its context, as theorised by Chomsky, the functional approach adopts the concept of “communicative competence,” formulated by Dell Hymes. From this perspective, knowledge of grammatical rules alone is insufficient for producing coherent and appropriate discourse; it must be accompanied by knowledge of the rules governing language use in ways that are appropriate to the social context.”⁽²⁾

This conceptual shift has direct implications for the didactics of grammar. From a functional perspective, the grammatical rule is not an end in itself; rather, it is an instrument to be put to use. In this regard, scholars argue that From a functional perspective, grammatical structures and inflectional markers are understood in terms of the semantic and pragmatic functions they perform within context. Consequently, the grammar lesson becomes a procedural means of serving meaning”. Adopting this approach entails training learners to select linguistic structures that correspond to their communicative purposes, thereby transforming grammar into a dynamic field of application rather than a body of abstract theories .⁽³⁾”.

3.2. The Concept of the Communicative Text in the Secondary-School Curriculum

This linguistic perspective has been reflected in secondary-school curricula through the adoption of the “text-based approach” as a central didactic strategy. Within this framework, educational specialists emphasise that “the text should constitute both the starting point and the ultimate goal of the educational process: grammatical phenomena are derived from it in their natural contexts, and learners return to it in order to employ these phenomena in producing their own discourse.” This orientation is consistent with text-based instruction, which connects grammatical structures to the social and cultural contexts in which texts are used and develops learners’ communicative abilities through complete texts rather than isolated sentences .⁽⁴⁾ Making the communicative text the central focus of grammar lessons at the secondary-school level enables learners to understand how language operates in real-life contexts. It also trains

them to analyse discourse and construct messages that perform a variety of pragmatic functions, thereby fostering their positive interaction with their cultural and social environment.

3.3. Critique of the Formal Approach: Sentence-Level Grammar and

For a long time, grammar instruction has been shaped by a traditional formalist approach that isolates linguistic phenomena from their pragmatic contexts. This limitation is particularly evident in the almost exclusive reliance on the “decontextualized sentence,” through which grammatical rules are often presented by means of contrived examples detached from any authentic communicative context, such as *Ḍaraba Zaydun ‘Amran* (“Zayd struck ‘Amr”). Such a practice strips language of much of its vitality and communicative function. Contemporary linguistic scholarship emphasizes that “studying a sentence independently of its textual and situational context constitutes a reductive abstraction that prevents learners from apprehending the semantic and pragmatic dimensions through which the sentence acquires its actual meaning”.⁽⁵⁾

This formalist approach is commonly referred to as “mechanical grammatical parsing” (al-i’rāb al-ṣinā’ī). It is a rigid and mechanical practice in which learners are trained to dissect sentences and identify the governing element (al-‘āmil) and the governed element (al-ma’mūl), without giving due consideration to meaning. Numerous reformist scholars have strongly criticized this approach, arguing that “excessive preoccupation with the theory of the governing element and with contentious grammatical explanations has transformed grammar from a servant of meaning into an end in itself, thereby burdening learners with rules that have limited practical value in everyday language use”.⁽⁶⁾

This prescriptive grammar fails woefully to provide secondary-school learners with the mechanisms necessary to understand textual cohesion or to grasp the speaker’s deeper intentions. Consequently, a widening gap emerges between learners’ ability to answer conventional grammatical-parsing questions in examinations and their striking inability to apply those rules to the production of coherent and communicatively effective texts. This situation makes it imperative to shift towards “functional grammatical parsing” as an effective didactic alternative.

4. Grammatical Analysis in the Service of Meaning (A Functional Perspective)

Grammatical analysis (I’rāb) in the service of meaning represents a qualitative shift in syntactic studies. It moves beyond the traditional view that reduces grammar to mere formal endings on word terminations, establishing a functional perspective that positions syntactic parsing as a foundational mechanism for constructing meaning and directing sentence comprehension. Within this context, I’rāb is not an end in itself, but a flexible and dynamic tool that enables the speaker to achieve communicative objectives with precision, while assisting the recipient in decoding meaning and identifying the semantic roles of linguistic constituents.

4.1. The Case Marker as a Semantic Cue for Resolving Semantic Ambiguity

In a functional perspective, the case marker transcends being a mere formal indicator to become a “semiotic marker” carrying profound semantic value. It acts essentially as a directional signal within the sentence, primarily tasked with organizing inter-word relationships and precisely defining their roles. For instance, when we say “Akrama al-mudīru al-

muwazzafa" (The manager honored the employee), the ḍamma on "al-mudīru" and the faṭḥa on "al-muwazzafa" do not merely denote the subject and object; they construct a mental map of the event, answering: Who performed the act of honoring, and upon whom was it performed?

This perspective has deep roots in the Arabic linguistic heritage, where the case marker is not viewed as mere rhetorical embellishment. As Ibn Jinnī aptly observed:

"It [I'rāb] is the elucidation of meanings through words... and it was introduced solely to differentiate between meanings. Consider that if you say: 'Mā aḥsana Zaydun' [Zayd did not do good], it functions as a negation of his goodness; if you say: 'Mā aḥsanu Zaydin?' [What is the best thing in Zayd?], it serves as an inquiry into his finest quality; and if you say: 'Mā aḥsana Zaydan!' [How wonderful is Zayd!], it conveys exclamation at his beauty... Thus, were it not for I'rāb, these distinct meanings would not be differentiated, nor would the subject be distinguished from the object, or the possessive construct from the qualified noun⁽⁷⁾.

Thus, he positions I'rāb as the sole means for achieving semantic clarity and differentiation, particularly in a language like Arabic, which is characterized by rich derivational processes and diverse structural patterns.

This is strongly reinforced by modern linguistic studies. From the perspective of Functional Grammar, I'rāb represents an ideal mechanism for "Functional Assignment" as conceptualized by Simon Dik. This central mechanism intervenes to resolve potential ambiguity when other cues—such as word order or contextual framing—are absent or weakened. For instance, an object may be fronted before the subject for rhetorical purposes, as in "Al-muwazzafa akrama al-mudīru" (The employee, the manager honored). Here, the standard word order rule breaks down, and the case marker (the faṭḥa on "al-muwazzafa") emerges as the primary cue confirming its status as a fronted direct object, thereby preventing any misinterpretation. This fully aligns with the view that case markers act as syntactic cues that resolve ambiguity regarding the semantic and pragmatic functions within the sentence⁽⁸⁾.

This framework positions the case marker as a functional tool tailored to serve the speaker's communicative intent (al-qaṣd al-tablīghī). A proficient speaker leverages the structural flexibility of I'rāb to achieve their specific communicative purpose—whether the emphasis is directed toward the agent, the patient, or the action itself. In this sense, I'rāb serves as the standard that eliminates semantic polysemy and acts as the decisive mechanism in contexts susceptible to multiple interpretive possibilities⁽⁹⁾.

In a sentence such as "Mā aḥsana Zaydun", the faṭḥa on "aḥsana" paired with the ḍamma on "Zaydun" designates the exclamatory sense, whereas a shift in syntactic parsing (I'rāb) alters the meaning entirely to interrogative or negative. Based on the foregoing, the case marker is transformed from a mere surface-level "form" into a profound "communicative value." A variation in the case marker is thus not a transient phonetic alteration; rather, it can induce a radical shift in the predicate structure and the distribution of thematic roles within the sentence, ultimately serving the speaker's communicative intentionality⁽¹⁰⁾.

Thus, within functional studies, the case marker transcends the rigid formalist view to become "a structural constituent that defines the semantic function of a lexical item within context; in its absence, ambiguity arises in identifying the agent of the action and its patient".

.⁽¹¹⁾It acts as a compass guiding the recipient to the precise meaning intended by the speaker, making it a foundational pillar in any functional analysis of language.

4.2. The Impact of Syntactic Position on Determining Communicative Intents (Word Order, Fronting, and Postponement)

From a functional perspective, the scope of I'rāb extends beyond merely resolving ambiguity between semantic roles such as agent and patient; it encompasses the organization of information within the sentence—a domain formally known as "Information Structure." Within this framework, syntactic position emerges as a first-order communicative tool. A speaker's flexibility to front or postpone linguistic constituents is not mere stylistic playing with words or a response to poetic necessity; rather, it is a faithful reflection of their communicative intent and strategic guidance of the addressee's attention.

Word order in the Arabic sentence serves as a primary mechanism for directing the listener's focus toward the most salient element of the event. Fronting does not occur arbitrarily; rather, it functions to convey specification (takhsīṣ), emphasis (ta'kīd), or focal concern (al-'ināya wa-l-ihtimām). The movement of a linguistic element from its canonical position to the initial slot alters the Information Structure within the sentence, thereby serving a specific pragmatic purpose without which the intended meaning would remain incomplete.

Functionally, word order is intrinsically linked to the concept of "Functional Position," wherein a fronted constituent is assigned the function of Focus—to highlight new or prominent information—or Topic—to anchor the recipient to the subject of discourse. This aligns with the principle that "altering the constituent order within the predicative structure is governed by contextual requirements and the speaker's intentionality in distributing pragmatic functions." Consequently, fronting and postponement are not merely superficial stylistic variations, but rather direct responses to communicative demands that necessitate emphasizing either the subject (al-musnad ilayh) or the predicate (al-musnad) according to the addressee's epistemic state.

In this context, Functional Linguistics affirms that word order "is not a rigid, static template, but a flexible system that affords the speaker the freedom of arrangement to align with the pragmatic purposes of the utterance." This departure or "deviation" ('udūl) from canonical word order represents the pinnacle of communicative competence, wherein syntactic position is systematically leveraged to serve communicative intent, grounded in the foundational principle that "speech inherently originates from the arrangement of meanings in the mind, followed by the arrangement of words in accordance with those meanings."⁽¹²⁾

Here, the psychological essence of the Jurjānian approach becomes evident, wherein rhetoric is distilled into the mental precision that precedes utterance.

Accordingly, studying syntactic position from a functional perspective moves far beyond merely identifying nominative or accusative markers; it extends to comprehending the underlying "intentionality" (maqṣidiyya) that governs the selection of a specific word order over another, grounded in the premise that "every shift in syntactic position is inherently a shift in the pragmatic function of the fronted element."

4.3. Syntactic Cohesion and Its Role in Building the Organic Unity of the Communicative Text

If the syntactic function within a sentence lies in defining semantic roles and directing intentionality, it rises at the textual level to a broader and more elevated mandate: serving as the central tool for integrating disparate linguistic units into a single, coherent textual entity, thereby achieving what is termed "Grammatical Cohesion." Here, the role of I'rāb is not restricted to linking two adjacent words; rather, it extends to guaranteeing the organization of the entire text along a unified semantic thread, transforming scattered sentences into an integrated discourse.

This has been corroborated by modern textual studies, where researchers emphasize that syntactic relations form an integrated system rather than a mere collection of isolated ties. These relations "interact with textual and pragmatic data to form textual unity," while simultaneously "contributing to the creation of various textual ties, thereby bringing about textual cohesion and coherence." This constitutes the essence of *Nazm* (structural synthesis) as established by 'Abd al-Qāhir al-Jurjānī, who asserted that "linking words to one another and placing them in relation to one another is what achieves structural synthesis (*Nazm*), which can only be accomplished by pursuing the meanings of grammar (*Ma'ānī al-Naḥw*).\" Here, "the meanings of grammar" represent the mental relations imposed by the speaker, whereas I'rāb serves as the surface mechanism that embodies these relations, transforming the text into a living, organic structure rather than a mere juxtaposition of words.

This organic unity generated by I'rāb manifests primarily through two core mechanisms: Concord (*al-Muṭābaqa*) and Reference (*al-Iḥāla*). Concord operates as a fine, unifying thread that binds the predicate to the subject (such as agreement in gender and number between topic and comment, or verb and agent) and the follower to its antecedent (such as adjectival agreement and coordination), generating a network of formal relations that prevents the fragmentation of meaning and ensures its unity. Reference, on the other hand, is mediated through pronouns, demonstratives, and relative pronouns, which point to preceding or subsequent elements within the text, thereby intertwining its distinct parts. Applied studies on Arabic texts-such as research on cohesive devices in *Sūrat al-Balad*-have demonstrated that "the interplay of reference through its various tools (personal, relative, and demonstrative pronouns) alongside conjunction and ellipsis" achieves holistic textual cohesion, where "all these elements collaborate to sustain textuality through intratextual endophoric and contextual exophoric references." Thus, reference functions as "bridges of continuous communication within the text," as characterized in contemporary literature.

Through these two mechanisms, the text transitions from a series of isolated sentences into an integrated architecture-a phenomenon summarized in modern linguistics by the principle that "textual cohesion relies fundamentally on grammatical relations that link components together to form a macro-semantic unit serving the overarching intentionality of the discourse⁽¹³⁾\".

Perhaps one of the central concepts that reveals how I'rāb operates in interlinking text constituents is the concept of the "Syntactic System" (*al-Nasaq al-I'rābī*). Researchers define

this system as "a set of cohesive ties among parts of a single syntactic structure or across multiple structures throughout the text," representing "the core mechanism that generates cohesion between textual units." It is precisely this syntactic system that transitions linguistic inquiry from sentence-bound grammatical analysis to a broader, more comprehensive textual analysis—a trajectory considered "a major fruit of modern linguistic studies" that aimed to "highlight the impact of the case marker on textual cohesion and coherence."

Within this framework, syntactic cohesion is viewed as a necessary prerequisite for achieving "Textual Competence," which denotes the speaker's ability to produce a fluid, intelligible text, and the recipient's ability to interpret it as a unified whole. Here, I'rāb plays a crucial role in managing the flow of information between the "Given" and the "New"—a process traditionally framed through the dynamic of "Theme and Rheme" (al-Intilāq wa-l-Gharāḍ). The speaker's strategic selection of the initial element (the Theme) followed by subsequent information (the Rheme), governed directly by syntactic relations, guarantees communicative fluidity and logical connectedness. In this sense, textual cohesion is not merely a formal juxtaposition of lexical items; rather, it is "the product of interaction between grammatical rules and pragmatic imperatives that transforms the text into a coherent, interpretable communicative unit."⁽¹⁴⁾

It serves as the implicit link connecting grammar, speaker intent, and the context of reception. This transforms the text into an "integrated linguistic unit serving interwoven communicative objectives," as maintained by studies analyzing texts through the lens of Functional Discourse Grammar, which highlight "the significance of this approach in comprehending inter-sentential relationships, the internal organization of texts, and their role in achieving textual and functional cohesion."

In this context, the mechanism of ellipsis (al-Ḥadhf) emerges as a key facet of syntactic cohesion. Cohesion is not realized merely through the explicit mention of elements; rather, omitting what can be inferred from context acts as a subtle bond that demonstrates tight integration among text components. Literature underscores that ellipsis constitutes one of the "most vital formal linguistic devices connecting constituent elements of discourse," as a speaker resorts to ellipsis only when confident in the recipient's ability to reconstruct the omitted elements through established syntactic and contextual cues.

Consequently, I'rāb provides the cohesive force that bestows "Textuality" (al-Naṣṣiyya) upon a text—the defining quality that elevates a series of sentences into a genuine "text" rather than a mere "linguistic heap." Without this syntactic cohesion, anchored in precise relational accuracy among elements, the text loses its organic unity and dissolves into scattered sentences lacking persuasive impact. This concept was prominently featured in traditional Arabic scholarship, albeit under varied terminology—such as al-Talāḥum (cohesion), al-Ilti'ām (integration), al-Naẓm (structural synthesis), Tanāsub al-Ajdza' (harmony of parts), and al-Insijām (coherence) in the works of rhetoricians, critics, and exegetes—revealing a framework "so foundational it can be characterized as a textual theory in its own right." Understanding the organic unity of a text thus stems from "perceiving the syntactic relationships that bind its lexical items and sentences into a unified pragmatic system. Ultimately, I'rāb is not merely a

tool for vocalizing word endings, but the vital nerve coursing through the entire textual body, endowing it with meaning and communicative efficacy."

5. Applied and Pedagogical Dimension (Secondary Education as a Case Study)

This section tests the theoretical hypotheses of the functional approach within the pedagogical domain, utilizing secondary education as an applied model. Bridging theory and practice exposes the gap between the conceptual frameworks proposed by functional linguistics and the actual learning activities provided in educational curricula. Thus, a critical analysis of grammatical activities becomes a scientific imperative—not solely for evaluation, but to propose alternatives that transform grammar into a living communicative tool for the learner.

5.1. Analysis of selected textbook activities

A close reading of grammatical activities in secondary school Arabic textbooks reveals a predominance of formalism, treating grammatical rules as closed entities. Most exercises remain confined to skills of extraction and mechanical parsing (I'rāb āli), representing a clear failure to integrate the functional dimension that links linguistic structure to speaker intent. Indeed, "restricting grammar to formal sentence descriptions isolated from pragmatic context renders it a static subject that fails to foster the learner's communicative competence⁽¹⁵⁾".

This is strongly corroborated by recent field studies analyzing the content of secondary school textbooks, which concluded that "the nature of the teaching and learning activities embedded in the Arabic language textbook does not contribute to building the learner's linguistic and communicative competence. This is because the overwhelmingly formal and purely grammatical character of these activities prevents them from rising to the level of functional language use within meaningful communicative situations." Consequently, the learner engages in a mechanical deconstruction of sentences, entirely isolated from any authentic context that demands genuine comprehension and production.

Upon analyzing a sample of these activities, a clear absence of Text Grammar (Naḥw al-Naṣṣ) becomes evident. The learner is persistently prompted to parse isolated lexical items within decontextualized sentences—a practice that overlooks the principle that "the true value of grammatical functions is determined only through their systemic interaction within the text as a whole, operating as fundamental mechanisms for achieving cohesion and coherence⁽¹⁶⁾".

This dichotomy between grammatical rules and authentic texts results in the learner's inability to deploy acquired grammatical knowledge within real-world communicative situations. This is because "instruction that focuses primarily on identifying case markers without linking them to grammatical and situational meanings remains fundamentally formalistic⁽¹⁷⁾".

Perhaps one of the most prominent manifestations of this deficiency is that while a learner may master parsing the "subject in the nominative case" (al-fā'il marfū') within memorized examples, they remain unable to deploy fronting and postponement (al-taqdīm wa-l-ta'khīr) to achieve a rhetorical purpose in their own composition, or to comprehend why the author of a literary text selected a specific syntactic word order over another.

Furthermore, prescribed learning activities exhibit a noticeable scarcity of exercises addressing "stylistic deviation" (al-'udūl al-uslūbī)—such as fronting, postponement, ellipsis, or

explicit mention—from a functional perspective. Instead, these phenomena are treated as rigid, static rules, whereas "functional analysis demands uncovering the pragmatic motivations that prompt a speaker to choose one specific word order over another to achieve their communicative goal"⁽¹⁸⁾.

This problem deepens when examining the nature of evaluative assessment questions. An analytical study of the first-year secondary school curriculum revealed that "the vast majority of questions in the textbook are limited to measuring lower-order cognitive abilities, while neglecting the development of higher-order skills such as analysis, synthesis, and evaluation". Consequently, grammatical activities fail to transcend the levels of recall and rote memorization to reach the level of applying rules within novel contexts.

Accordingly, the critique leveled against these activities focuses on the fact that "they do not train the learner in discourse-production strategies; rather, they confine them to the role of a passive recipient who decodes pre-packaged linguistic elements without comprehending their underlying communicative intentions."⁽¹⁹⁾ Within this paradigm, the learner is not an active agent in the educational process, but rather a passive recipient tasked merely with matching the rule to the provided example—rather than producing discourse that deploys the rule to serve their communicative intent.

5.2. Proposed Strategies for Transforming the Grammar Lesson into a "Functional Workshop"

Transitioning the grammar lesson from formalistic rote instruction to a "functional workshop" necessitates adopting procedural strategies that position the learner as an active linguistic agent. Within this framework, grammar is treated as "a system of choices drawn upon by the speaker to fulfill their communicative purposes."⁽²⁰⁾

- This fundamental shift in viewing grammar—from a fixed set of rigid rules imposed upon the speaker to a flexible repository of choices from which the speaker selects—is strongly supported by recent research in functional grammar pedagogy. Scholars emphasize that "advancing grammar instruction through the lens of functional linguistics requires transforming the lesson from an instructor-centered exposition of rules to an interactive, collaborative framework centered around problem-based situations." Below are the primary proposed strategies:
- The "Pragmatic Situations" Strategy: Rather than commencing with an abstract rule, the lesson originates from a problem-based situation that requires the learner to deploy a specific syntactic structure (e.g., vocative or conditional modes) to achieve a concrete communicative objective (e.g., requesting, persuading, or inquiring). Instead of writing a formulaic example on the board such as "The Conditional: If you study, you succeed," learners are prompted—within this strategy—to simulate a negotiation scenario that necessitates using conditional phrasing to reach an agreement. Consequently, the learner engages first with the communicative task, experiences the necessity for the linguistic tool, and subsequently induces the underlying rule, rendering the learning experience meaningful. This approach enables the learner to realize that "linguistic structures are not ends in themselves, but rather instruments serving pragmatic intentions within specific contextual settings"⁽²¹⁾.

- Here is the professional, publication-ready academic translation for this passage, adhering strictly to established linguistic terminology: This aligns directly with findings from field research demonstrating that the "Problem-Situation Approach" (Madkhal al-Waḍ'īyya al-Mushkila) constitutes one of the most effective strategies for overcoming the pedagogical challenges associated with teaching functional grammar.
- The "Comparative Analysis and Stylistic Deviation" Strategy (Istrātījiyyat al-Taḥlīl al-Muqāran wa-l-'Udūl): This workshop relies on presenting texts with varying constituent orders (word order variations) and prompting the learner to discern the shift in the "Focus of Attention" (Bu'rat al-Ihtimām) across different sentences. This strategy aims to demonstrate that "every deviation in syntactic order is inherently a shift in communicative intent, as fronting and postponement serve to highlight prominence, signify importance, and direct the addressee's focus."⁽²²⁾
- Here is the academic translation of the passage, continuing in the same high-level professional tone and using standardized terminology in text linguistics and functional grammar: For example, learners are presented with two sentences: "Ḥaḍara al-mudīru" (The director arrived) and "Al-mudīru ḥaḍara" (The director, he arrived). Rather than merely parsing them mechanically, they are asked to discuss: In what context would each sentence be uttered? And what element is the speaker foregrounding in each case? Here, they are not searching solely for the "correct case mark," but rather uncovering the "communicative intent" underlying the chosen constituent order.
- The "Textual Reconstruction" Strategy (Istrātījiyyat I'ādat al-Binā' al-Naṣṣī): Learners are tasked with organizing scrambled sentences into a cohesive text utilizing specific syntactic connectors, while providing a rationale for each selected tool. This activity aims to reinforce the concept of "Syntactic Cohesion," demonstrating that "the organic unity of a text is realized only through the appropriate deployment of syntactic markers and cohesive ties that interlink the components of discourse."⁽²³⁾
- Here is the professional, publication-ready academic translation for this passage :For example, learners are provided with cards containing separate sentences: "The student is diligent. He studies day and night. His success is certain." They are instructed to connect these sentences using appropriate prepositions, conjunctions, and pronouns to yield a syntactically and semantically cohesive text, while justifying their selection of cohesive markers such as fa- (thus/so), lidhā (therefore), or alladhī (who/which). This activity fosters what is known as "Textual Awareness" (al-Wa'y al-Naṣṣī) in the learner, propelling them beyond the confines of the isolated sentence into the realm of integrated discourse.
- The "Simulation and Generation" Strategy (Istrātījiyyat al-Muḥākāh wa-l-Tawlīd): This strategy involves exposing learners to model samples of effective communicative texts (such as speeches, correspondence, and essays) to analyze their predominant syntactic functions, followed by prompting learners to generate analogous texts tailored to varied communicative contexts. This strategy cultivates "Communicative Competence," which entails the ability to generate utterances that are both linguistically accurate and contextually appropriate."⁽²⁴⁾

– Here is the publication-ready academic translation for this passage, maintaining the rigorous linguistic and pedagogical terminology established across the text: For example, learners are prompted to analyze verbal and nominal sentence structures within a published opinion column, observing how the author strategically deployed verbal sentences to narrative effect (denoting dynamism and action) and nominal sentences to express stability, permanence, and description. Subsequently, each learner is asked to compose a brief opinion piece on a topic of interest, simulating those same syntactic strategies to convey their own communicative intent, and later providing an explicit rationale for their structural choices.

Through these strategies, the classroom transforms into an interactive space where "grammatical rules are interrogated to serve meaning, and I'rāb becomes a conscious practice for decoding speakers' intentions and shaping their discourse ⁽²⁵⁾".

This transformation is strongly reinforced by recent research recommendations calling for the "development of Arabic language teacher-training programs to empower educators with functional grammar instruction approaches and modern strategies." Indeed, the teacher serves as the cornerstone of this shift; an updated textbook cannot yield a meaningful impact without a conscious teacher who recognizes that grammar is not an end in itself, but rather a vital vehicle for human communication and creative expression.

5.3. Applied Models of Parsing Questions Serving Communicative Textual Comprehension

The functional approach necessitates formulating assessment questions that transcend the traditional "What is the grammatical parsing of...?" to inquire "Why does this grammatical parsing manifest as such?", thereby linking the syntactic phenomenon directly to the communicative process. This shift in the nature of assessment prompts requires a parallel transition in the cognitive processes elicited in the learner—moving from mere "knowledge" and "comprehension" to higher-order "analysis" and "inference." Below are applied models of parsing questions designed to enhance communicative textual comprehension in secondary education:

– Questions Targeting the "Semantic and Pragmatic Function" of the Case Marker

Rather than settling for the identification of nominative or accusative case markers, the question is oriented toward uncovering the role played by the case marker in resolving communicative ambiguity:

In the Qur'anic verse:

(Only those of His servants who fear Allah are knowledgeable) [Sūrat Fāṭir: 28] what role does the case marker (al-'alāmah al-i'rābiyyah) play in designing the agent (al-fā'il) and the patient (al-maf'ūl bih)? How would the intended pragmatic meaning (al-ma'nā al-maqṣidī) shift if these case markers were altered? Explain this mechanism, then construct an original sentence following this pattern to demonstrate how a change in case marking reveals an entirely distinct semantic meaning".

This model aims to foster the learner's realization that "the case marker constitutes the definitive syntactic indicator (al-qaṛīnah) that eliminates semantic ambiguity; without it, the structural identification of the agent (al-qā'im bi-l-ḥadath) and the patient (al-wāqī' 'alayhi) is fundamentally compromised ⁽²⁶⁾".

In the noble verse, “Were al-‘ulamā’ to be read in the accusative case, they would function as the object (maf‘ūl bih),” yielding the interpretation that Allah fears the scholars—an interpretation that is theologically impossible and semantically erroneous. Thus, the assessment question extends beyond the mechanical parsing of individual words; rather, it examines the dynamic relationship between syntax (*i’rāb*) and semantic meaning, fostering a deeper understanding that any alteration in grammatical form entails a corresponding shift in the conceptual structure of the proposition. This constitutes the essence of **Functional Analysis**, in which *i’rāb* becomes a linguistic discipline that serves belief and thought before serving formal grammatical description.

Questions in this category center on analyzing constituent order (rutbat al-mukawwināt) and its relationship to directing the hearer’s attention.

The Expanded Model: “Compare the two sentences, 'Najaḥa al-ṭālibu' (Succeed-did the student) and 'Al-ṭālibu najaḥa' (The student succeed-did) in terms of:

- a. The syntactic order (al-rutbah al-naḥwiyyah) of the predicate (al-musnad) and the subject/topic (al-musnad ilayh).
- b. The Focus of Attention (Bu'rat al-ihtimām) in each sentence.
- c. The expected communicative context for each sentence: Imagine the first was uttered in response to the question: 'What happened?' , whereas the second was in response to: 'What did the student do?' . Connect the pragmatic context to constituent order, and demonstrate how altering the syntactic position directly mirrors an adaptation to the speaker's communicative intent".

Analysis and Pedagogical Objective: This model seeks to establish the principle that “altering constituent order is governed by situational requirements (muqtaḍayāt al-maqām) and speaker intentionality in assigning pragmatic roles.” In the first sentence, the verb (najaḥa) is fronted to serve as the focus, indicating that the event itself is the new and salient information. In the second sentence, the subject (al-ṭālibu) occupies the initial position as the focus of attention, signaling that the speaker intends to predicate specifically upon the student. This question elevates the learner from merely “sensing” the nuance to actively “producing” and deploying it, compelling them to immerse themselves within a discourse setting and select the appropriate syntactic structure accordingly.

– Questions Targeting the “Illocutionary Force” (al-Quwwah al-Injāziyyah) of Syntactic Structures

Here, the learner is prompted regarding the communicative meaning derived from the syntactic structure within its pragmatic context, transcending literal surface meaning to assess the speech act performed through the utterance: The Expanded Model :Reflect upon the poet's verse⁽²⁷⁾ “:

Extract the interrogative style (rhetorical question/interrogation) and determine the following:

- a. Has it departed from its primary literal function (seeking information/clarification) to convey a pragmatic communicative purpose? If so, what is it?

- b. How did this linguistic structure, through its grammatical syntax and contextual semantics, contribute to persuading and reprimanding the addressee?

Analysis and Objective: This analytical framework aims to apply the principle of "Applied/Functional Syntax," which correlates grammatical structure with the "illocutionary force inherent in language styles, thereby dictating their semantic trajectories within context".⁽²⁸⁾

Thus, the interrogation here is not a genuine inquiry seeking information; rather, it is a rhetorical and reprimanding question whose illocutionary force is "reproach" (or rebuke) rather than "information-seeking." This category of questioning fosters what Austin termed "pragmatic competence" (or pragmatic sensitivity), enabling the learner to discern that uttering "Could you pass the salt?" at a dining table is not a query regarding physical ability, but rather a polite request. It represents a paradigm shift in understanding the relationship between syntax and contextual reality.

5.4. Textual Cohesion Questions via Grammatical Devices

This dimension targets the functional role of grammatical devices in linking sentences to construct textual unity, thereby advancing beyond single-sentence analysis to the level of full-text discourse analysis:

Expanded Model: "Read the second paragraph of the attached text, then perform the following:"

- a. Identify the syntactic cohesive markers used (coordinating conjunctions, pronouns, demonstratives, and relative pronouns).
- b. Explain how each cohesive device contributed to achieving inter-sentential cohesion and maintaining semantic continuity.
- c. If these devices were omitted, how would the structural nature of the text change? Rewrite the paragraph without cohesive markers, then contrast both versions in terms of discourse flow and readability.

Analysis and Objective: This model aims to demonstrate that "textual cohesion relies on syntactic relations that tie components together to form a macro-semantic unity serving the overall communicative intent".⁽²⁹⁾

Thus, when the learner identifies pronouns (he, they, it/her) and recognizes their function as anaphoric references pointing to antecedent elements within the text, they are not merely performing grammatical parsing. Rather, they are actively tracing the connective threads of the discourse, observing firsthand that a "text" is not an arbitrary accumulation of stacked sentences, but a tightly woven tapestry of relations governed by syntax. Such analytical questions cultivate a "proficient reader"-one who goes beyond comprehending surface-level meaning to understand the structural mechanisms through which that meaning was constructed.

6. Conclusion

This study has examined the didactics of Arabic syntactic rules from a functional perspective, focusing on the relationship between grammatical form, meaning, context, and communicative purpose. The analysis suggests that the pedagogical value of grammar does not

lie exclusively in learners' ability to recognize rules and grammatical functions, but also in their ability to understand and use these resources within meaningful linguistic contexts.

The study therefore approaches grammatical knowledge as an integral component of language use rather than as an autonomous body of formal rules. Within this perspective, *i' rāb* and other syntactic resources acquire their full pedagogical significance when they are related to the interpretation of meaning, the organization of information, the construction of textual relationships, and the achievement of communicative purposes. Grammar consequently becomes part of the learner's broader process of understanding and producing discourse.

This perspective also calls for a reconsideration of the relationship between sentence-level grammar and text-level language use. Although the sentence remains an essential unit of grammatical analysis, its interpretation cannot always be adequately understood independently of the wider textual and communicative context. A functional orientation therefore provides a conceptual basis for connecting grammatical analysis with reading, interpretation, discourse organization, and language production.

Accordingly, the transition from "inflection as an end in itself" to "inflection in the service of meaning" should not be understood as a rejection of grammatical rules or formal accuracy. Rather, it represents a pedagogical reorientation in which grammatical knowledge is repositioned within meaningful language use. Such a perspective preserves the structural foundations of Arabic grammar while extending their educational function towards the development of learners' linguistic, textual, and communicative competence.

Ultimately, the functional perspective proposed in this study seeks to restore the complementary relationship between form and meaning, grammar and context, and syntactic analysis and communication. Its pedagogical significance lies in viewing grammar not as an isolated instructional objective, but as a means through which learners can better interpret, construct, and communicate meaning in authentic and coherent discourse.

6.1. Findings

The descriptive, analytical, and critical examination conducted in this study leads to the following main findings:

1. The analysis indicates that selected practices of secondary-school grammar instruction remain strongly influenced by a formal and sentence-centred orientation, with considerable emphasis on grammatical identification and parsing and comparatively limited attention to contextual and communicative meaning.
2. The functional analysis demonstrates that grammatical parsing (*i' rāb*) can contribute to meaning construction by identifying syntactic relationships, reducing structural ambiguity, and clarifying the communicative interpretation of utterances within context.
3. The analysis shows that syntactic resources-including constituent order, fronting and postponement, reference, agreement, and ellipsis-operate beyond the sentence level and contribute to the cohesion, coherence, and organization of meaning in communicative texts.
4. The pedagogical analysis indicates that a functional, text-oriented model can provide a more meaningful framework for grammar instruction by integrating grammatical analysis with

communicative situations, contextual interpretation, textual reconstruction, and guided language production.

6.2. Recommendations

Based on the findings of the descriptive, analytical, and critical examination, the study recommends:

1. Reorient secondary-school grammar instruction towards a functional approach that systematically connects grammatical structures with context, meaning, communicative purpose, and actual language use.
2. Revise grammar activities in Arabic language textbooks to incorporate contextualized texts and functional exercises addressing case marking, constituent order, fronting and postponement, reference, agreement, ellipsis, and textual cohesion.
3. Reformulate grammar assessment practices by moving beyond questions that merely require the identification of grammatical functions towards analytical and interpretive tasks that require learners to explain the semantic, pragmatic, and textual functions of grammatical structures.
4. Strengthen Arabic language teachers' professional preparation in functional grammar, text linguistics, and communicative pedagogy so that grammar lessons can become interactive learning environments in which grammatical knowledge is used to interpret and construct meaningful discourse.

¹-Ahmad al-Mutawakkil, *Issues of the Arabic Language in Functional Linguistics* (Rabat: Dār al-Īmān for Publishing and Distribution, 1995), 11.

²-Dell Hymes, "On Communicative Competence," in *Sociolinguistics*, ed. J. B. Pride and Janet Holmes (Harmondsworth: Penguin Books, 1972), 269–293.

³-See Ahmad al-Mutawakkil, *New Horizons in Functional Grammar Theory*, 1st ed. (Rabat: Publications of the Faculty of Letters and Human Sciences, 2001), 23.

⁴-See Muḥammad al-Durayj, *Targeted Teaching*, 1st ed. (Al Ain: Dār al-Kitāb al-Jāmi‘ī, 2004).

⁵Tamām Ḥassān, *The Arabic Language: Its Meaning and Structure*, 1st ed. (Cairo: ‘Ālam al-Kutub, 1998), 338–340.

⁶-See Shawqī Dayf, *Renewal of Grammar* (Cairo: Dār al-Ma‘ārif, 1994), 24–30.

⁷- Ibn Jinnī, *Al-Khaṣā’iṣ*, ed. Muḥammad ‘Alī al-Najjār, 4th ed., vol. 1 (Beirut: Dār al-Hudā for Printing and Publishing), 35.

⁸-Ahmad al-Mutawakkil, *Function and Structure*, 42.

⁹ - See Ibn Jinnī, *Al-Khaṣā’iṣ*, 300–301.

¹⁰-Moncef Achour, *Arabic Sentence Structure: Between Analysis and Theory*, vol. 2 (Ben Aknoun, Algeria: Office des Publications Universitaires [OPU]), 145.

¹¹-Ahmad al-Mutawakkil, *Functional Linguistics: A Theoretical Introduction*, 68.

¹²- ‘Abd al-Qāhir al-Jurjānī, *Dalā’il al-I’jāz*, ed. Maḥmūd Muḥammad Shākir, 3rd ed. (Cairo: al-Madanī Press, 1413 AH/1992), 82.

¹³-Ahmad al-Mutawakkil, *Issues in Functional Linguistics*, 74.

¹⁴ – Simon C. Dik, *The Theory of Functional Grammar*, vol. 2, 210.

¹⁵ -Ahmad al-Mutawakkil, *The Functional Approach in Ancient Arabic Linguistic Thought: Evidence and Alternative*, 1st ed. (Rabat: Dār al-Amān, 2006), 38.

¹⁶-Simon C. Dik, *The Theory of Functional Grammar*, vol. 1, 58.

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- ¹⁷ - ‘Abd al-Qāhir al-Jurjānī, *Dalā’il al-I’jāz*, 120.
- ¹⁸ -Ahmad al-Mutawakkil, *Issues in Functional Linguistics*, 134.
- ¹⁹ -See Ahmad al-Mutawakkil, *Functional Linguistics: A Theoretical Introduction*, 158.
- ²⁰ -Ahmad al-Mutawakkil, *Function and Structure*, 162.
- ²¹ - Simon C. Dik, *The Theory of Functional Grammar*, vol. 2, 245.
- ²² - ‘Abd al-Qāhir al-Jurjānī, *Dalā’il al-I’jāz*, 120.
- ²³ -Ahmad al-Mutawakkil, *Issues in Functional Linguistics*, 134.
- ²⁴ -See Ahmad al-Mutawakkil, *Functional Linguistics: A Theoretical Introduction*, 158.
- ²⁵ -See Ahmad al-Mutawakkil, *The Functional Approach in Arabic Linguistic Thought: Origins and Extensions*, 1st ed. (Rabat: Dār al-Amān), 172.
- ²⁶ -Ibn Jinnī, *Al-Khaṣā’iṣ*, vol. 1, 36.
- ²⁷ -Abū Firās al-Ḥamdānī, *Dīwān Abū Firās al-Ḥamdānī*, ed. and comm. Khalīl al-Duwayhī, 1st ed. (Beirut: Dār al-Kitāb al-‘Arabī, 1414 AH/1994), 324.
- ²⁸ -See Ahmad al-Mutawakkil, *Function and Structure: A Functional Approach to Selected Issues of Arabic Syntax* (Rabat: Okad Publications Press, 1993), 101. .
- ²⁹ - Ahmad al-Mutawakkil, *Issues in Functional Linguistics*, 74.

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