Introduction:

Arabic language is comprehensive and exclusive structure, like all languages. Comprehensive means it is rich in itself, it has its own origins and grammar which allow it to be a way of communication between people without the need to an origin or rule from other languages. Exclusive means it refuses the acceptance of these elements which did without it for its self-perfection. It refuses to add to the parts of vocabulary within it, or its pronouns, or its rules anything new, for instance; to put the adjective before the noun.

If the knowledge of oral and written skills is the aim of its teaching, grammar is one of these methods to achieve this aim. As grammar is the accurate measurement that measure words during putting them in sentences to complete the meaning. Grammar is the means which correct these words in the sentence.

The aim behind learning Arabic grammar is to make the tongue accurate and using the learnt grammar in learner’s life reading, writing and expression, but students’ weakness in using Arabic grammar is noticed and this may be general in all Arab countries. As most researches done in this domain reflects a severe weakness in Arabic grammar understanding concerning students. This appears in their severe weakness in applying Arabic grammar that they studied. Recognition of Arabic grammar and using it correctly became one of the problems which face students, this led to tangible weakness in their reading, speaking and writing.
Approaches to teaching Arabic grammar have passed several stages starting with measuring up to induction then adjustment, but it became restricted within the framework of scientific data itself, ignoring the role of the learner as an active element in the classroom. The teacher is the information-sender and the learner is the recipient and receiver who has to keep the information in his memory for a certain time. This makes the learner unable to apply what he learnt from new experience and conveying these experiences to the different situations which the learner face during his both academic and personal life.

With this all, we cannot ignore what did these approaches present of achievements to the teaching process, the world has developed the way of teaching students the recent strategies that use the recent techniques, and prepare a student with a thinking, independent character able to interact with life affairs which makes the search for the approaches to effect the teacher’s role inside the classroom inevitable.

The learner becomes positive in dealing with subjects under the supervision of the teacher who performs – according to these approaches – the role of guide and director for each step that the learner takes towards the acquisition of knowledge and using it in acquiring new experience, and moving from filling the students’ minds with information to taking care of the way of thinking itself in order to turn education from storing and feedback to discovery, and to a process of self-activity that helps student to achieve himself to become a smart student think, create, add and invent not just a student who listens and memorize and depends mainly on the teacher to keep by heart.
From this point, caring of Arabic grammar became one of the main aims in the syllabus of teaching Arabic language and this is very clear in the general aims of Arabic language in the preparatory stage:

1- Providing students with a group of correct structures which develop their amount of vocabulary.
2- For students to acquire the correct linguistic habits of listening, imitation and using them a lot.
3- Deepening the linguistic wealth for the students through what they study of texts and literary evidence that develop their linguistic taste and enable them to make correct expression whether spoken or written.
4- For students to be used to accuracy of observation, uplifting literary taste as the study of grammar is based on analyzing vocabulary, sentences and methods and realizing the relation between meanings and syntax (structure).
5- Increasing students’ ability to organize their information and their ability to criticize the methods which they listen to or read.
6- Deepening the linguistic study for students through developing their grammar study as this urges them to think and realizing the delicate differences between items, structures, sentences and vocabulary.

Attention should be paid to the fact that teaching grammar should be looked at as an activity that develops the higher thinking abilities and skills like classification, analyzing, training and criticism which enable the learner to make the
objective and smart decisions in educational situations, this makes the learner avoid his linguistic mistakes.

Preparatory stage is the suitable time to develop these skills and different types of thinking, as the developing knowledgeable abilities for learner provide a chance for knowledgeable progress for him, as it seeks to prepare the learner to pursue his secondary studies. The second grade of preparatory stage has a special importance, as the learner in this grade left the primary stage and moved to the preparatory stage the teenager stage.

Developing these skills is helped by the fact that learners in this preparatory stage has more abstract, critical, creative and logic thinking and the ability to understand and organize and trying to draft the solutions in a better way in this stage.

Developing the skills of critical thinking helps the students to understand the world around them and to analyze the problems, situations and incidents they face and to form a critical, mental vision towards them and to reach correct decisions towards the issues they deal with.

It seems that one of the important points which distinguishes between traditional education and the interactive one is that the former takes care of keeping information by heart and memorizing them but the latter takes care of more comprehensive parts of the student’s character such as developing his critical thinking and changing his character and attitudes.

So the mutual teaching is educational activities in the form of dialogue between the teacher and students, or between the students themselves, they exchange roles according to the
secondary strategies including prediction, questioning, clarification, mental picturing and summary.

Solving problems is the way that the student or person uses to overcome an obstacle that faces him to reach the required solution through using steps to solve the problem.

A lot of former studies have referred to the importance of using mutual teaching and solving problems in teaching, from these studies: The study of “Hala Sherif Mahmoud: 2011” and “Magda Hosam: 2004” which asserted the effectiveness of using an introduction to solve the problems of gaining students of the first general secondary grade some Arabic grammar. Consequently, if critical thinking has its importance in forming verdicts and analyzing the problem, developing them through Arabic grammar for second grade preparatory students is important in this research as it develops these abilities in the students such as: the ability to logic deduction, avoiding common mistakes during the study of grammatical syntax, and the ability to discourse, argue, deduction and examine.

2- the problem of the study:

The current research problem lies in the weakness of the second grade preparatory students level at acquiring grammar and critical thinking skills, this is the teacher’s responsibility as he is responsible for developing the process of acquiring grammar and the skills of critical thinking for the students.

This problem is crystalized in the following main question:

What is the effectiveness of a program based on mixing two strategies of mutual teaching and solving problems in teaching Arabic grammar and morphology for the second
These are some secondary questions from the main one:

1- What are the necessary critical thinking skills for second grade preparatory students?
2- What is the range of grammar and morphology and critical thinking skills for second grade preparatory students?
3- What are the requirements of a program based on mixing between two strategies of mutual teaching and solving problems in teaching grammar, and critical thinking skills for second grade preparatory students?
4- What is the effectiveness of mutual teaching strategy on acquisition and critical thinking skills for second grade preparatory students?
5- What is the effectiveness of solving problems strategy on acquisition and critical thinking skills for second grade preparatory students?
6- What is the effectiveness of mixing between two strategies of mutual teaching and solving problems on acquisition and critical thinking skills for second grade preparatory students?

3- Research premises:

The current research aims at testing the accuracy of the following premises:

1- There is a difference with statistical reference between the average of marks of experimental group students that
studied with the strategy of mutual teaching and the discipline group in the dimensional application for the experimental group in grammar and morphology progress test.

2- There is a difference with a statistical reference between the average of marks of experimental group students that studied using the problem solving strategy and discipline group in the dimensional application for the experimental group in grammar and morphology progress test.

3- There is a difference with a statistical reference between the average of marks of experimental group students that studied using mixing between mutual teaching and problem solving strategies and discipline group in the dimensional application for the experimental group in grammar and morphology progress test.

4- There is a difference with a statistical reference between the average of marks of experimental group students that studied using mutual teaching and discipline group in the dimensional application for the experimental group in grammar and morphology critical thinking skills test.

5- There is a difference with a statistical reference between the average of marks of experimental group students that studied using problem solving strategy and discipline group in the dimensional application in grammar and morphology critical thinking skills test.

6- There is a difference with a statistical reference between the average of marks of experimental group
students that studied using mixing mutual teaching and problem solving strategies and discipline group in the dimensional application for the experimental group in grammar and morphology critical thinking skills test.

4- Research aims :

The current research aimed at:

Knowing the effectiveness of a program based on mixing between two strategies of mutual teaching and solving problems on acquisition and critical thinking skills for second grade preparatory students.

5- Research importance :

The importance of this research goes back to:

1- Teachers and inspectors : in presenting a new method of teaching Arabic grammar and developing critical thinking.
2- Syllabus designer : in writing the Arabic language syllabuses according to mutual teaching and problem solving strategies.
3- Researchers : opening the field before other researches and studies in the domain of teaching the branches of Arabic language using mutual teaching and problem solving strategies.
4- Students : in the acquisition of Arabic grammar and developing critical thinking for them.
5- Research method:
The current research used the following two methods:

1- Descriptive analytical method:
Through showing the concerned studies and literary with the current research topic and studying, analyzing and discussing them and showing the ways of interest from them.

2- Experimental method:
Which is used in field application for the research trial that includes experimental design three experimental groups and a discipline group and applying the research procedures to the four groups.

6- Research tools :
Research tools are represented in the following :

1- Educational tools:
   a- The student’s booklet in the light of two strategies mutual teaching and solving problems ( prepared by the researcher).
   b- The teacher’s guide in grammar for second grade preparatory students in the light of the two strategies mutual teaching and solving problems ( prepared by the researcher ).

2- Measurement tools:
   a- Progress test on Arabic grammar and morphology rules which is necessary for second grade preparatory students.
   b- Critical thinking skills test which is necessary for second grade preparatory students.
7- Research limits:
The current research is restricted to:

1- second grade preparatory students in Al Fayoum Governorate during the second term 2013/2014.
2- Some of the Arabic grammar from the second grade preparatory students’ school book, Al Fayoum governorate.
3- Some critical thinking skills in applying Arabic grammar and morphology suitable for the second grade preparatory students in one of the governorate schools.
4- Using the two strategies of mutual teaching and solving problems then mixing them to develop the acquisition of grammar and morphology and critical thinking skills represented in (deduction – explanation – mistakes knowing and evaluating proofs).

8- Research terminology:

1- Mutual teaching:
Which is an educational activity based on a mutual dialogue between the teacher and students or between the students themselves. The text (the topic of study) is divided into parts or paragraphs with the aim of understanding it very well through summarizing the read paragraph and making questions to the paragraph and asking about the difficulties that faced them in understanding it then making predictions about what is going to be said of ideas”(Ali Ahmed Al Gamal: 2005: 325).
Or it is interactive procedures in the form of dialogue between the students and the teacher, or between the students themselves taking teaching turns according to strategies of prediction, inquiry, clarification and summarizing, to divide the read subject and understanding it in order to pass a verdict upon it” (Mohammed Aladdin Al Shoeibi: 2001: 309).

**In this research it is:**

An educational activity based on a mutual dialogue between the teacher and students or between the students themselves taking teaching turns according to strategies of prediction, inquiry, clarification and summarizing to understand Arabic grammar and achieve the specific aims.

**2- Problem solving :**

Some people say it is “ the process in which a person uses his previous information and skills to face the difficulties that prevent him from achieving his goals”( Hassan Hussein Zaytoun : 2003 : 327).

**In this research it is :**

A mental image in which the student uses his previous information and skills to solve a grammatical problem by using the scientific steps represented in : feeling the problem, focusing on the problem, making premises, testing them, choosing the best premises, reaching the results and generalizing these results to other new situations.

**3- Critical thinking :**

( Ibrahim Wageeh Mahmoud : 1996 : 57 ) sees critical thinking as “ a process based on acquiring accuracy in
observing facts related to the discussed topics, estimating them according to the correct relationship to which they belong, and absorbing the results through a correct and logical method, paying attention to the objectivity of the whole process and being far away from subjective factors or previous ideas or traditional opinions”.

Or it is “the ability through which we try to submit the information we have to a process of sieving and looking closely to see the range of its suitability to what we have of other information, and the range of its harmony with the logical rules that we agreed on “(Abdul Salam Abdul Ghaffar: 1971: 424).

**In this research it is:**

A mental constructive activity leads in turn to good results in explanation and submitting information to a process of sieving and analyzing and realizing its facts and passing verdicts on this information according to the results of applying critical thinking skills test on second year preparatory students.

**5- Research steps:**

The research has been achieved according to the following steps:

To answer the first question which is what are the necessary critical thinking skills for second grade preparatory students? achieved the following:

1- Studying and reviewing previous studies and researches which dealt with critical thinking to benefit from them in focusing on some critical thinking skills necessary for second grade preparatory
students, then including them in the list of critical thinking skills concerning the current research.

2- Preparing a preliminary list including critical thinking skills in applying some grammatical and morphological rules and showing it to the judges to correct it to reach a final list benefiting from the amendments.

To answer the second question which is what is the range of grammatical and morphological rules necessary for second grade preparatory students? Achieved the following:

1- Having a close look at the aims of teaching grammatical rules in preparatory stage.
2- Having a close look at the syllabus of grammatical rules concerning second grade preparatory students.
3- Analyzing the content of some application notebooks and oral tests in the Arabic language concerning second grade preparatory students.
4- Preparing a progress test in grammatical rules and correcting it scientifically.
5- Preparing critical thinking skills test and correcting it scientifically.
6- Applying progress test and critical thinking skills test to the four groups (experimental and discipline)

To answer the third question which is what are the requirements of a program based on mixing the two strategies of mutual teaching and solving problems in teaching grammar and critical thinking for second grade preparatory students? Achieved the following:
Preparing a program in teaching grammatical rules based on using the two strategies of mutual teaching and solving problems which includes the following:

1- Specifying the philosophy on which the program is based.
2- Specifying the general frame for the program as follows
   - The aims
   - The content
   - Teaching approaches
   - Specifying helping aids
   - Correcting methods
3- Preparing student’s booklet and showing it to the judges for the application.
4- Preparing the teacher’s guide and showing it to the judges for the application.

To answer the fourth, fifth and sixth questions achieved the following:

1- Applying the program to:
   a- The first experimental group that has been taught using mutual teaching strategy.
   b- The second experimental group that has been taught using solving problems strategy.
   c- The third experimental group that has been taught using mixing the two strategies of mutual teaching and solving problems.
2- Applying (progress test) and (critical thinking skills test) to the four experimental and discipline groups and recording the results.
3- Treating the results scientifically.
4- Analyzing and explaining the results.
5- Providing recommendations and suggestions.

**Research results:**

**The researcher has come to the following conclusion:**

1- There is a difference with a statistical reference between the average marks of the first experimental group students that has been taught using the mutual teaching strategy and discipline group in the dimensional application of the progress test at a reference level (0.01) for the experimental group. This asserts the effectiveness of mutual teaching strategy in developing the acquisition of grammar and morphology for the first experimental group students.

2- There is a difference with a statistical reference between the average marks of the second experimental group students that has been taught using the problem solving strategy and the discipline group in the dimensional application of the progress test at a reference level of (0.01) for the experimental group, this asserts the effectiveness of problem solving strategy in developing the acquisition of grammar and morphology for the second experimental group.

3- There is a difference with a statistical reference between the average marks of the third experimental group students that has been taught using mixing between the two strategies of mutual teaching and problem solving and discipline group in the dimensional application to progress test at a reference level of (0.01) for the
experimental group. This asserts the effectiveness of mixing mutual teaching strategy with problem solving one in developing the acquisition of Arabic grammar and morphology for the third experimental group.

4- There is a difference with a statistical reference between the average marks of the first experimental group students that has been taught using mutual teaching and the discipline group in the dimensional application of critical thinking at a reference level of (0.01) for the experimental group. This asserts the effectiveness of mutual teaching strategy in developing some critical thinking skills for the first experimental group students.

5- There is a difference with a statistical reference between the average marks of the second experimental group students that has been taught using problem solving strategy and discipline group in the dimensional application of critical thinking test at a reference level of (0.01) for the experimental group. This asserts the effectiveness of problem solving strategy in developing some critical thinking skills for the second experimental group.

6- There is a difference with a statistical reference between the average marks of the third experimental group students that has been taught:

7- using mixing between mutual teaching strategy and problem solving one and discipline group in the dimensional application to critical thinking skills test at a reference level of (0.01) for the experimental group. This asserts the effectiveness of mixing mutual teaching
strategy with problem solving one in developing some critical thinking skills for the third experimental group.

Research Recommendations:

In the light of the results of the research the current research recommends the following:

Firstly: recommendations for learners:

1- paying the Arabic language teachers’ attention to the importance of taking care of individual differences between students, and their different mental and knowledge levels, urging them to use teaching strategies which care for the procedures that meet these differences.
2- Guiding students at schools towards using self-evaluation cards to observe and improve themselves continually during educational stages.
3- Working at increasing the effective participation of students through using different teaching strategies such as mutual teaching and problem solving strategies that increase the student’s participation in education process.

Secondly: recommendations for the teacher:

1- Training the teachers at using mutual teaching and problem solving strategies and how to apply them during teaching.
2- Looking back at the followed evaluation methods in school tests measure critical thinking skills.
Thirdly: recommendations for syllabus designers and planners:

1- Providing syllabus designers and planners with the results of the studies that reached the effectiveness of mutual teaching and problem solving strategies in order to be able to improve syllabuses and teaching approaches according to these two strategies.

2- Training teachers before and during service to use mutual teaching and problem solving strategies to be able to train their students their procedures and steps during teaching process.

3- Training teachers before and during service to use mutual teaching and problem solving strategies to be able to train their students their procedures and steps during teaching process.

4- Preparing guides Arabic language teachers during service to train them how to use mutual teaching and problem solving strategies by following the procedures to apply each strategy, paying attention to mixing the procedures of these two strategies.

5- It is necessary to provide Arabic language books designers and writers with the results of educational researches which proved the effectiveness of mutual teaching and problem solving strategies in order to work hard to reorganize the content of these books and make them suitable for the nature of these two strategies, and what their procedures need to make students’ learning easier.
6- Doing workshops and training courses for Arabic language teachers and inspectors to know mutual teaching and problem solving strategies and training them how to use them in developing the acquisition of grammar and some critical thinking skills for students of different educational stages.

7- Preparing a guide for each grade of preparatory stage to the teacher including a definition of the two strategies of mutual teaching and problem solving and how to use them in developing the acquisition of grammar and some critical thinking skills with the help of the current research.

Research suggestions:

In the results of this research the following studies are suggested:

1- The influence of a program based on mutual teaching and problem solving strategies in teaching literary texts for the second grade preparatory students in developing the acquisition and critical thinking.

2- The effectiveness of a program based on mixing between mutual teaching and problem solving strategies in teaching rhetoric for second grade general secondary students in developing acquisition and critical thinking.

3- The influence of mutual teaching and problem solving strategies in developing critical thinking skills and study habits and the attitude towards them for preparatory stage students.
4- Evaluating Arabic language books concerning preparatory stage students in the light of including critical thinking skills.
5- The effectiveness of a suggested program based on mixing mutual teaching and problem solving strategies in teaching literary texts for first grade secondary students in developing acquisition and critical thinking.
6- Evaluating Arabic language books concerning secondary stage students in the light of including critical thinking skills.