

The Structural Approach to Teaching the Phonetic Level of Arabic: A Pedagogical Model for Teaching Speech Sounds in the First Cycle of Primary Education

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Abstract

Language teaching requires a thorough understanding of the relationships that govern how linguistic structures function within language systems. Teaching these structures in accordance with their linguistic properties makes them easier to learn and understand. The structural approach to teaching speech sounds is grounded in this principle: Sounds are taught as spoken units rather than as written letters because language exists in spoken form before it is represented in writing. A review of educational practice indicates that the teaching of speech sounds in the first cycle of primary education does not adequately account for their phonetic dimensions. Moreover, the teaching of Arabic sounds and letters is not consistently grounded in rigorous linguistic principles. Therefore, this article develops a pedagogical model for teaching Arabic speech sounds in the first cycle of primary education through the structural approach, particularly structural drills. The proposed model also accounts for the pedagogical sequence through which lessons are presented in schools.

Keywords: speech sounds, speech-sound instruction, structural drills, linguistics, Arabic language didactics, primary education, teaching methods

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Linguistic drills are among the principal means of training learners to use phonological, morphological, syntactic, and lexical structures accurately. They constitute an important component of language instruction and therefore follow a specific methodology linked to their linguistic objectives and theoretical foundations. Drills vary according to their theoretical bases, objectives, and pedagogical applications. Among the best known are structural drills, so named because of their association with descriptive structural linguistics. Although these drills have been widely discussed and exemplified at the morphological, syntactic, and lexical levels, research on their practical application to teaching and learning the sound system remains limited, particularly in Arabic language didactics. This study therefore examines the topic through the following research questions:



1. What is the relationship between the sound system and the teaching of the linguistic system?
2. Can the hypothesis that the sound system is acquired rather than learned, and that this acquisition occurs spontaneously, be accepted?
3. Which skills should be considered in phonetic drills?
4. What principles underlie structural drills?
5. How can structural drills be applied to teaching the Arabic sound system to native speakers?

The Role and Importance of the Phonetic Level in Teaching the Linguistic System

All languages consist of minimal sound units that combine to form larger linguistic units. Language is not used as a series of isolated sounds; rather, speakers produce words, sentences, and texts. The phonetic organization of spoken words, sentences, and texts is governed by rules that regulate the speech chain. Arabic is no exception. In *Sirr Ṣināʾat al-Iʾrāb*, Ibn Jinni devoted a chapter to "the Arabs' method of combining letters with one another; what is permissible and impermissible, favorable and unfavorable, and valid." He explains: "You should know that the farther apart these letters are in combination, the more favorable they are. When two letters have closely situated points of articulation, their combination becomes unfavorable, especially in the case of the guttural letters" (Ibn Jinni, 1993, p. 65). In other words, the Arabic linguistic system tends to construct words from sounds whose points of articulation are relatively distant. This promotes ease of pronunciation and reduces the muscular effort associated with combining sounds that have adjacent points of articulation. This occurs "because the speech organs operate within a narrow articulatory space that restricts their movement, impairs their effectiveness, and causes them to falter and slow down" (Al-Shayib, 2004, p. 16).

Any study or teaching of language must therefore begin from the premise that language is fundamentally spoken. This premise gives language-teaching methods their linguistic basis. It is reflected in the aural-oral approach, which develops listening and speaking skills and views language as an aural-oral system of meaningful symbols that can be learned and controlled through listening and repeated exposure (Al-Awwad, 2019, p. 61). Language teaching consequently prioritizes the spoken dimension over the written dimension because "the scientific and practical study of language, both in its analysis and in its teaching, must begin with language as it is actually spoken" (Al-Hajj Salih, 2012, p. 186).

The scientific importance of the spoken or phonetic dimension is also reflected in calls by linguists to base the study of linguistic structure on phonetic research. Abd Al-Sabur Shahin maintains that "there is no objection to addressing morphology according to the modern conception and methodology that connect the branches of linguistics; rather, this is necessary, because it is impossible to study the structure of the word without studying its sounds and syllables" (Shahin, 1980, p. 25). A rigorous and objective understanding of Arabic word structure must therefore proceed from the phonetic nature of the word and the phenomena and



rules that govern it. A word is a morphological formation composed of sounds linked primarily by phonetic relationships and rules.

The phonetic manifestation of language also represents its earliest form. Spoken language contains contextual phenomena that do not appear directly in writing, including stress and intonation. Tammam Hassan states that "the presence of stress and intonation in speech makes it more capable than written discourse of revealing nuances and subtleties of meaning. For this reason, the study of spoken language precedes the study of other linguistic rules" (Hassan, 1994, p. 47). This principle applies both to linguists who seek to identify linguistic systems and to language learners, whether native or nonnative speakers.

Linguistic meanings, particularly emotive and affective meanings, frequently emerge in spoken language through stress and intonation. Emphasis on particular words or sentences may create additional shades of meaning that arise from their spoken and auditory realization. Spoken language therefore embodies the communicative function of language. Without its sensory element - sound - communication cannot proceed through its three stages of production, transmission through the air, and auditory reception.

The teaching of any language aims to enable learners to communicate in a range of situations, both orally and in writing. Written forms are symbols that represent spoken forms, and writing cannot fully represent the nature of language without reference to speech. The sound system thus provides the natural spoken manifestation of language and influences the rules governing morphological, syntactic, and semantic relationships.

No one doubts the benefits that phonetic studies offer teachers in helping them address pronunciation difficulties. Students, however, benefit from these studies practically rather than theoretically through teachers' attempts to correct pronunciation after training students' hearing in accordance with the requirements of phonological studies and pronunciation-correction methods. (Boushouk, 1994, p. 299)

Teaching speech sounds does not aim to provide learners with theoretical instruction on the anatomy of the speech apparatus or the abstract mechanisms of sound production. Rather, it seeks to develop accurate and proficient linguistic and oral performance. "Teaching the sound system is the foundation of teaching Arabic to both native and nonnative speakers because it underlies the four language skills: listening, speaking, reading, and writing. The sound system accompanies these skills from the earliest stages of learning Arabic until the learner reaches advanced levels of proficiency" (Abu Amsa, 2018, p. 34).

Recognizing the importance and priority of the sound system facilitates the teaching and learning of language skills. This importance is evident in the following points (Al-Toumi, 2015, p. 122; General Inspectorate of Pedagogy, 2018, p. 83):

- Learning to read requires awareness of the sound forms of linguistic units, their pronunciation, and the storage of auditory representations corresponding to verbal forms.



- Learning to read requires learners to recall the phonetic properties of sounds and letters as they combine to form words and expressions.
- Learning spelling and writing requires discrimination among sounds, which supports accurate orthographic representation.
- Phonetic awareness supports fluency, linguistic accuracy, and effective text comprehension.
- Listening skills improve through practice in sound discrimination.
- Syllabic structure and sound adjacency help learners distinguish loanwords from Arabic words.

The Current State of Teaching Arabic Sounds to Native Speakers

Discussion of the current state of teaching Arabic sounds to native speakers begins with a persistent assumption among many educators and school administrators: that explicit teaching of the sound system and reliance on linguistic-phonetic knowledge unnecessarily burden learners because Arabic is their first language and they therefore master its sounds naturally and intuitively. In discussing Arabic instruction during the first stage of education, Husni Abd al-Bari Asr writes:

Teaching the sounds, letters, and words of a language is of little significance in language teaching. It is an automatic, mechanical process in which human beings are no different from any animal that acquires the sounds of its species. . . . Teaching such matters is the easiest aspect of language teaching; what is more important is teaching meaning rather than memorizing forms. (Asr, 1997, p. 45)

Sounds do not signify independently. During the early stages of language acquisition, a child initially produces isolated sounds without stable meaning; acquisition then develops into a complete language composed of units and the relationships that organize them. Sounds, or empty structures, function only through the meanings that animate them. Nevertheless, they are the material carriers of meaning. Without sounds - or, more precisely, without the sound system - meaning cannot enter linguistic existence. Meaning is created within a system that involves sound, morphology, syntax, and use, all of which organize and produce it. Consequently, no linguistic level can be privileged over another from either a scientific-linguistic or a pedagogical perspective. These levels interact to constitute language. Although they may be taught progressively, it would be unreasonable, for example, to teach syntax before introducing sounds.

If sound acquisition were entirely automatic and mechanical, why would learners experience persistent pronunciation difficulties, produce sounds inaccurately, and make frequent errors in reading at both lower and higher educational levels? Native speakers generally acquire the sound system of their language by imitating family and community members. Dialectal systems often remain relatively close to Standard Arabic; nevertheless, differences exist between dialectal and standard systems, especially at the phonetic and lexical levels. These levels are particularly susceptible to variation across time and speech communities, whereas morphology



and syntax typically display less variation. Modern dialectology confirms that historical, social, and geographical factors contribute to variation between dialectal and standard systems (Ivić, 2000, p. 118).

Educational practitioners must therefore consider learners' individual and social differences in relation to dialect and the characteristics of the standard language being learned. Learners in remote mountainous or rural areas may have different patterns of exposure to Standard Arabic from those living in urban settings with broad access to modern communication. The same principle applies to social, cultural, and educational backgrounds. Learners raised in households with extensive formal education and frequent exposure to Standard Arabic may use dialects that more closely approximate it than learners with less such exposure. Schools necessarily include learners from diverse cultural, social, and geographical backgrounds.

Native speakers may not consciously attend to points of articulation, distinctive features, or the phonetic changes that arise from phonological combination. In addition, pronunciation difficulties may emerge while children imitate the sound system of their first language. They may replace particular sounds with other phonemes or fail to produce one of their phonetic features, leading to nonstandard pronunciation, confusion between word forms, and ambiguity in the spoken message. This occurs when speakers produce forms that do not belong to the lexicon of Standard Arabic. The problem is particularly evident with sounds that can be difficult to articulate accurately, such as /d/, and in confusion among /s/, /ʃ/, /z/, and other acoustically or articulatorily close sounds that occur within the same word and may influence one another.

If such phonetic difficulties are not addressed during instruction, they may persist and limit learners' perceptual awareness during both production and listening. The phonetic dimension is one of the principal features that distinguishes native from nonnative speech. To master listening, speaking, reading, and writing, learners require conscious perceptual awareness of what they hear and produce. Linguistic-phonetic studies provide the basis for developing this awareness.

The Concept of Reading and Its Skills

Reading is among the first skills learned in primary education. The concept of reading instruction has been defined as follows:

A general or abstract mental representation of the process of teaching reading and the methods and procedures it involves. It is a view that reflects an idea or mental image formed through a set of direct or indirect experiences and expressed by a symbol or a word. The concept of reading instruction consists of five main components: addressing reading content, taking reading skills into consideration, developing students' interest in reading, treating reading as a tool for communication, and integrating reading lessons with other school subjects. (Al-Awwad, 2007, pp. 16-17)

Reading instruction is a complex process that depends on linguistic and nonlinguistic abilities. This study focuses on one of its five components: attention to reading skills. Addressing



the reading difficulties noted above requires teachers and curriculum designers to understand the fundamental components of reading instruction, which are organized as follows (Ismaili, 2018, p. 164):

- **Phonological awareness:** Learners recognize and analyze the internal structure of words, distinguish phonetic differences among individual sounds, and identify phonological features in combination. This awareness is developed through substitution, addition, deletion, segmentation, blending, categorization, and isolation.
- **The alphabetic principle:** Learners acquire letter names and their corresponding sounds. In other words, they connect written forms with phonetic forms and recognize cases in which the two do not correspond fully, as in *hādhā* and *lākin* and in the distinction between *tā' maftūḥah* and *tā' marbūṭah*.
- **Fluency:** Learners develop the ability to read letters, sounds, words, sentences, and texts rapidly and accurately and demonstrate effective oral and silent reading.
- **Vocabulary:** Learners acquire a rich lexical repertoire that facilitates reading and comprehension.
- **Reading comprehension:** This skill results from mastery of the preceding reading skills. Accurate and rapid recognition and production of speech sounds, together with their association with written symbols, support reading fluency and vocabulary development, which in turn facilitate reading comprehension - the ultimate objective of reading instruction.

These fundamental abilities constitute an important foundation for reading comprehension because they enable beginning readers to transform decoding from a conscious ability into an automatic skill. This subsequently allows them to devote cognitive resources to connecting words and understanding what they read. (General Inspectorate of Pedagogy, 2018, p. 5)

The Algerian Ministry of National Education conducted a field study across 10 provinces to identify errors in the final examination papers of fifth-year primary school learners. The study found that failure to acquire competence in decoding symbols or letters during the early stages of education negatively affected subsequent reading skills. It attributed this outcome primarily to Arabic learners' lack of mastery of an appropriate method of reading instruction (General Inspectorate of Pedagogy, 2018, p. 5). More precisely, the problem may reflect the delayed adoption of an appropriate reading plan and methodology. This delay is closely connected to the mistaken assumption that native Arabic-speaking learners experience no difficulty in learning the language's sound system.

Because phonological instruction underpins early reading development in primary education, this study focuses on phonological awareness while referring to the other reading skills where appropriate. Teaching this skill must be based on a clearly defined linguistic approach because understanding and perceiving the phonetic level constitute linguistic abilities.



Linguistic approaches provide a practical foundation by describing the nature of language and the organization of its components and systems; these descriptions, in turn, inform methods of language teaching.

Structural Drills and Language Teaching

The twentieth century has been described as the age of structure. The world came to be viewed not as a confused collection of details but as an organized system and an integrated whole. A fuller understanding of the world therefore required an examination of the structure of systems - that is, the relationships among their components and elements (Ivić, 2000, p. 101). Attention shifted from the immediately perceptible properties of phenomena toward identifying, abstracting, and generalizing constants from variables.

The Concept of Structure in Linguistics

John Lyons defines structure in linguistic terms as "a system of relations, or a set of interconnected systems, in which elements such as sounds and words have no value independently of the relations of equivalence and opposition that connect them" (Ghalfan, 2010, p. 258).

Structure is therefore a system of harmonious laws and relations characterized by the coherent internal interconnection of linguistic elements and units. These elements acquire their value through the relations and rules that connect them to other elements within the same linguistic domain.

What concerns the structural linguist is not the substance of which the units are composed, but their form. In structural linguistics, form refers to the relations that connect the elements. . . . Any change affecting the relation among linguistic elements necessarily produces a profound change in the remaining elements of the structure. (Ghalfan, 2013, p. 180)

The structural linguist is therefore less concerned with the components of a system as independent entities than with describing the relationships that connect each linguistic element to others within the system or coherent whole. This relational description enables the analysis of the elements contained within the linguistic system.

According to Piaget, a structure has the following properties (Ghalfan, 2013, p. 259):

- **Wholeness:** The linguistic system is governed by the law of the whole rather than by the law of individual units. The whole is not produced by simply adding its components; instead, overall relationships determine the elements and regulate how they function.
- **Transformation:** A structure changes continuously rather than remaining static. This transformation is internal and produces elements that belong to the structure itself.
- **Self-regulation:** A structure is internally regulated. It operates through internal relationships and laws and therefore does not depend on elements external to the system.



The Concept of Structural Drills

Structural drills are defined as "the essential complement to a dialogue-based presentation, insofar as they allow the linguistic structures introduced in the initial dialogue to be consolidated through intensive and systematic practice" (Doni, 1998, p. 64). They are designed to help learners acquire phonological, grammatical, or semantic structures by analogy with a model sentence through systematic and intensive use, without relying on abstract rules or detailed explanations. Learners practice linguistic patterns through exercises such as substitution and transformation, thereby acquiring linguistic elements implicitly and automatically.

Structural drills draw on two perspectives: descriptive structural linguistics and behaviorist psychology. Hence, they are based on the stimulus-response principle. Learners respond orally to a teacher-provided stimulus and thereby form speech habits. The drills emphasize aural-oral practice because "it is, in fact, impossible to create stable and enduring linguistic habits solely through written exercises" (Doni, 1998, p. 70). Listening and speaking are therefore developed through practice in frequently used patterns. This orientation arose partly in response to traditional exercises centered primarily on reading and writing.

Structural drills therefore rest on the following pedagogical, psychological, and linguistic principles (Maddour, 2006, p. 94):

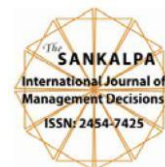
1. **The structural principle:** The drill emphasizes phonological, morphological, syntactic, or lexical elements through the concept of form or pattern.
2. **The aural-oral principle:** Language is spoken and heard before it is written.
3. **Organization and intensity:** Structural drills follow a systematic plan that accounts for psychological and linguistic characteristics. They employ recurring patterns and a gradual progression from simple, repeated practice to more difficult and creative production.

The principles of organization and intensity are implemented through the following procedures:

- **Patterning:** Drills use stable formats and recurrent instructions, such as repeat, transform, substitute, construct, connect, and complete.
- **Gradation and simplicity:** Each drill addresses one linguistic difficulty at one level and in one context. Practice progresses from repeated production to more demanding creative drills through simple instructions such as listen, repeat, and then transform.

The structural approach to language teaching is based on the premise that language is a system of harmonious elements connected by relationships and rules. Structure underlies expressive ability and skill; consequently, language teaching begins with oral practice in linguistic structures. These structures are presented in selected situations and develop learners' linguistic competence through practice, enabling them to construct expressions automatically. The approach rests on the following procedures:

- Select the structure to be consolidated from a text or dialogue encountered during the comprehension phase and identify the target linguistic element.



- Identify and sequence difficulties so that each drill addresses only one linguistic problem.
- Begin with a basic model and present it through stimulus and response while contrasting the base and derived forms, as in "The world is beautiful" and "Indeed, the world is beautiful."
- Progress from simple to complex drills: repetition, simple substitution, multiple substitution, and structural transformation. This sequence moves from simple mechanical practice to more open-ended production (Belaid, n.d., p. 35).
 - This methodological approach is applied in language teaching through the following principles (Belaid, n.d., p. 35; Boushouk, 1994, p. 86; Michel, 1984, pp. 87-88):
- The sentence constitutes the fundamental unit.
- Instruction emphasizes the oral dimension and commonly used communicative language, including intonation and stress.
- Linguistic drills use segmentation, repetition, substitution, and transformation. Repeated independent practice helps learners acquire habits appropriate to the target language.
- Grammar is taught implicitly by training learners to produce the target structure without requiring them to analyze its phonological, morphological, transformational, or semantic mechanisms or master technical terminology.
- Material is sequenced according to learners' psychological development and characteristics rather than solely according to linguistic progression.
- The rule underlying the drill is not stated explicitly to learners but remains part of the teacher's planning.
- Structural drills rely on equivalence and contrast. Equivalence supports substitution by replacing an element with another element of the same type. Contrast supports transformation by changing the function, nature, or position of an element (Doni, 1998, p. 74).
- The teacher selects or designs the structural drills that best suit the instructional sequence, textbook, and learners' prior knowledge (Doni, 1998, p. 76).
- Learners are provided with well-formed sentences so that the task permits a correct response.
- Audiovisual resources support spontaneous self-correction. Images and recorded structures also make drills more contextually situated.
- Structural drills support the major stages of a language lesson: assessment of prior knowledge, presentation, application, and consolidation. Consolidation is the most important and time-consuming stage.

An Applied Model of Structural Drills in Teaching the Sound System

This section develops a practical lesson illustrating how to teach a speech sound in the first year of primary education using the Algerian textbook *My Arabic Language Book*. The

sound /ʃ/ was selected because of its phonetic proximity to /s/ and /z/. The model also draws on the preceding reading lesson, "At the Book Fair" (pp. 61-62), to implement a text-based approach.

Table 1
Three-Stage Model for Teaching the Sound /ʃ/ Through Structural Drills

Stage	Procedures and Examples
Initiation Stage	Extracting the target sentence. Using the text-based approach, the teacher extracts the basic sentence that contains the target speech sound and its corresponding letter. Illustrative images or electronic media may be used.  Suggested video resource: https://www.youtube.com/watch?v=ym1s2JS6AhA Teacher: What did Khadija say? Learner: I will buy The Ant and the Cricket for my friend Zaynab. The teacher reads the sentence with appropriate intonation and asks learners to repeat it aloud. The teacher monitors pronunciation and corrects errors, particularly those involving points and manners of articulation, without providing theoretical explanations. Target sentence: <i>I will buy a story for my classmate.</i> The shortened sentence is written clearly to reduce unnecessary cognitive load.
Construction Stage	First: The Oral Level The focus is on oral and phonetic features rather than written letter forms. 1. Understanding the components of the sentence. Learners implicitly recognize that a sentence consists of words arranged according to a particular pattern. Simple arrangement and substitution drills are used.

Stage	Procedures and Examples
	Model sentence: <i>I will buy a story for my classmate.</i> Arrangement: I will buy my classmate a story. / For my classmate, I will buy a story—/A story I will buy for my classmate. Through repetition and the construction of several sentences, learners become accustomed to grammatically acceptable patterns without explicit grammatical explanation. Deletion and substitution: I will obtain a story for my classmate. / I will purchase a story for my classmate. This practice also develops vocabulary. Word-group segmentation: I will buy / a story / for my classmate. The teacher corrects pronunciation differences, especially those involving /s/, /ʃ/, and /z/, as well as differences between dialectal and Standard Arabic. Correction is achieved through repetition and contrast rather than explicit explanation of phonetic rules. Note. The teacher concentrates on the target sound /ʃ/. One or two additional serious pronunciation errors may be corrected when necessary, but learners should not be overloaded during a single lesson. 2. Identifying the target focus. The teacher asks, "What will Khadija buy for her classmate?" The learner answers, "A story." Target word: <i>qiṣṣah</i> Sound segmentation: <i>qi / ṣṣa / tun</i> Target-sound identification: /ʃ/ is emphasized through stress and repetition. Syllabic analogy: Learners provide a word with a similar sound pattern, such as ḥiṣṣah. Examples should be limited to avoid linguistic overload. Deletion and substitution: Deleting final tā' produces qaṣṣ; replacing /q/ with /f/ produces faṣṣ. The activity demonstrates that phonemic substitution changes meaning. Isolating the sound from the vowel: The sound is produced without a following vowel as /ʃ/ and is identified as the sound represented by the letter ṣād. Learners therefore encounter its phonetic identity before its graphic form. Learners provide words containing /ʃ/ in different positions, such as ṣalāh, ṣafir, and ṣirāṭ. Second: The Written Level Learners identify the written form and name of ṣād, practice writing its initial, medial, and final forms according to Arabic handwriting

Stage	Procedures and Examples
	conventions, and combine it with the three long vowels, short vowels, and nunation. The same structural procedures - repetition, substitution, arrangement, addition, and isolation - are used.
Consolidation Stage	This stage consolidates acquired knowledge and enables the teacher to assess learners' responses and the extent to which the target competency has been achieved. Learners complete varied structural drills, beginning with the simplest tasks. Repetition: Listen to the target sound /s/ in isolation and in a word or sentence, and then repeat what you hear. Arrangement: Form a meaningful word from the following letters/sounds: f, y, r, s. Completion: Fill each blank with the appropriate sound or letter: ... / ح / ت م / ... / ح / ف ق / ص / ...

Note. The model preserves the three instructional stages specified in the manuscript. Arabic examples are retained where transliteration would obscure the target letter forms.

Despite their simplicity, mechanical character, reliance on the stimulus-response relationship, and the criticism directed at them, structural drills remain effective, particularly during the early stages of education. They suit learners' developmental level and the foundational objectives and competencies that Arabic curricula seek to develop at this stage. The applied model demonstrates that structural drills can help learners internalize the mechanisms of the sound system spontaneously without burdening them with specialized terminology from phonetics and phonology. Learners acquire segmental features, including points and manners of articulation, as well as phonological features such as syllables, stress, intonation, and sound distinctions in combination. This process has been described as "phonological filtering": Individuals who cannot accurately produce certain sounds may also be unable to discriminate them by point and manner of articulation during listening. Listening precedes speaking, and reading precedes writing (Boushouk, 1994, p. 300). Nevertheless, effective implementation requires professionally prepared teachers who possess the linguistic and pedagogical knowledge needed to understand, apply, and adapt the drills appropriately.

Conclusion

The findings and recommendations arising from this study are summarized below.

Findings

- Teaching the sound system is fundamental to teaching Arabic to native and nonnative speakers.



- Teaching the sound system requires an instructional methodology based on the aural-oral approach.
- Despite their mechanical character and simplicity, structural drills can be used to teach the sound system during the early stages of education because they are appropriate to learners' developmental level and the foundational objectives of instruction.
- Structural drills analyze sentences into smaller components, enabling learners to identify their elements and access the linguistic structure to be consolidated. Simple procedures develop accurate auditory perception and enrich learners' linguistic repertoire.
- Structural drills support instruction at both the phonetic and phonological levels. Learners implicitly perceive points and manners of articulation, syllables, stress, and related features without being burdened by specialized terminology, thereby facilitating acquisition of the sound system.

Recommendations

- Priority should be given to the spoken dimension of language without neglecting writing because the phonetic form is primary and writing represents it symbolically.
- Pronunciation difficulties and dialectal differences among learners should be addressed early; otherwise, they may persist into later stages of education.
- Modern technologies and electronic media should be integrated into the teaching of the sound system and Arabic language instruction more broadly.

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