



Teaching Arabic Speaking through Concise Daily Expressions: Evidence from Two Indonesian Secondary Schools

Received :	17 th July 2022	Revised :	12 th September 2022	Accepted :	25 th October 2022
------------	----------------------------	-----------	---------------------------------	------------	-------------------------------

Ahmad Harzaqil¹
Mustahar Ali Wardana²

Email: ¹Ahmadharzqil@student.uiidalwa.ac.id ²Mustaharaliwardana@uiidalwa.ac.id

^{1, 2} Universitas Islam Internasional Darullughah Wadda'wah, Pasuruan, Indonesia

Abstract

Concise daily expressions can bridge the gap between learners' knowledge of Arabic vocabulary and grammar and their ability to communicate orally. This study examined the implementation of Kitāb al-'Ibārāt al-Yaumiyyah al-Mūjazah in Arabic speaking instruction at Al-Khayriyyah Islamic Institute and Tihamah School in Cirebon, West Java. A qualitative comparative case-study design was employed, with data collected through classroom observations, semi-structured interviews, and document analysis. The data were analysed thematically through coding, categorization, within-case interpretation, and cross-case comparison. The findings revealed that both institutions used the book through explanation, teacher modelling, guided repetition, pronunciation correction, dialogue practice, and contextual speaking activities. Al-Khayriyyah integrated the expressions more systematically into daily Arabic routines, whereas Tihamah extended them through group conversations, speeches, public speaking, and dramatic performances. In both settings, the expressions helped students initiate speech, participate more actively, and develop greater confidence in oral interaction. Their effectiveness, however, depended on teacher mediation, institutional language environments, practice opportunities, learner readiness, time allocation, and supporting resources. Limited instructional time, differences in comprehension, and insufficient supplementary materials were the main constraints. The study concludes that concise daily expressions function most effectively as linguistic scaffolds when learners progress from memorization toward contextual substitution, interaction, and independent communication. The findings contribute a comparative institutional perspective to Arabic speaking

pedagogy and highlight the importance of transforming formulaic expressions into flexible communicative resources.

Keywords: *Arabic speaking skills; comparative case study; concise daily expressions; formulaic language; instructional materials.*

Introduction

Speaking is a central component of Arabic language learning because it enables learners to transform linguistic knowledge into meaningful oral communication. Students may understand grammatical rules and memorize vocabulary yet remain unable to convey ideas spontaneously, respond appropriately, or sustain an Arabic conversation. Speaking competence requires the integration of pronunciation, vocabulary selection, grammatical accuracy, comprehension, fluency, and confidence. Consequently, Arabic speaking instruction should not be limited to explaining language rules but should provide learners with continuous opportunities to use Arabic in purposeful communicative situations. Hendri emphasizes that speaking competence develops through repeated practice and habituation within communicatively oriented learning.¹

The communicative orientation of speaking instruction is particularly relevant in Indonesian secondary education, where Arabic is generally learned as a foreign language rather than used as the main language of social interaction. Students frequently encounter Arabic in textbooks, religious materials, and formal lessons, but they may have limited opportunities to employ it in everyday communication. This condition creates a gap between knowing Arabic and using Arabic. Instructional materials must therefore provide accessible language models that connect classroom knowledge with situations familiar to learners. Arabic speaking materials should include appropriate objectives, phonetic guidance, culturally relevant themes, varied exercises, gradual instructional procedures, and meaningful visual or situational support.² Research on Arabic speaking materials

¹ Muspika Hendri, "Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif," *Potensia: Jurnal Kependidikan Islam* 3, no. 2 (December 2017): 196, <https://doi.org/10.24014/potensia.v3i2.3929>.

² Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (May 2019): 127, <https://doi.org/10.29240/jba.v3i1.764>.

in Indonesia indicates that materials imported from different cultural contexts may contain dialogues, topics, and activities that do not fully correspond to Indonesian learners' communicative environments.³

One instructional resource that may address this challenge is a collection of concise daily expressions. These expressions consist of recurrent combinations of words used for recognizable communicative purposes, including greeting, requesting permission, asking questions, expressing agreement, apologizing, responding to instructions, and managing everyday interactions. In second-language research, such expressions are commonly discussed as formulaic sequences or multiword units. They can be stored and retrieved as relatively unified linguistic patterns, reducing the need for learners to construct every utterance word by word. This characteristic is especially valuable for beginning learners, who often require immediate linguistic support before they can independently formulate more complex sentences.

The use of formulaic expressions is closely connected with oral fluency. Fluency is not merely a matter of speaking rapidly; it also involves efficient lexical retrieval, manageable pausing, appropriate phrasing, and the capacity to sustain an understandable message. Foster explains that second-language fluency is shaped by interconnected cognitive, linguistic, individual, and social factors.⁴ Research by Tavakoli and Uchihara further demonstrates that the use of multiword sequences is associated with several dimensions of oral fluency across different proficiency levels.⁵ These findings suggest that learners who possess a repertoire of familiar expressions may have greater linguistic resources for initiating and maintaining communication.

However, exposure to expressions alone does not guarantee fluent performance. Learners may recognize a phrase in a textbook without being able to

³ Puti Zulharby, Yumna Rasyid, and Nuruddin Nuruddin, "The Characteristics of Teaching Material Arabic Speaking Skills in Higher Education," *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (December 2019): 194–213, <https://doi.org/10.24042/albayan.v11i2.5175>.

⁴ Pauline Foster, "Oral Fluency in a Second Language: A Research Agenda for the next Ten Years," *Language Teaching* 53, no. 4 (October 2020): 446–61, <https://doi.org/10.1017/S026144482000018X>.

⁵ Parvaneh Tavakoli and Takumi Uchihara, "To What Extent Are Multiword Sequences Associated With Oral Fluency?," *Language Learning* 70, no. 2 (June 2020): 506–47, <https://doi.org/10.1111/lang.12384>.

retrieve or adapt it during actual interaction. Hoang and Boers found that learners did not automatically reproduce many multiword expressions from an input text when retelling its content.⁶ This indicates that instructional materials must be accompanied by deliberate attention, repetition, retrieval, and communicative application. Nergis demonstrated that explicit instruction and structured practice involving formulaic sequences could improve important temporal dimensions of oral fluency, particularly speech rate.⁷ Similarly, François and Albakry found that formulaic sequences contributed to the fluency demonstrated by language learners in standardized speaking tasks.⁸ The pedagogical value of daily expressions therefore depends on how teachers move students from recognition and memorization toward contextualized and flexible use.

The quality of practice is as important as its frequency. Repeating expressions mechanically may strengthen pronunciation and immediate recall, but it does not necessarily prepare students to select appropriate expressions in unfamiliar situations. Contextualized practice allows learners to connect linguistic forms with speakers, purposes, locations, and communicative consequences. Sato and McDonough show that practice becomes more productive when linguistic forms are embedded in meaningful classroom contexts rather than treated as isolated objects.⁹ In Arabic speaking instruction, daily expressions can be practised through substitution exercises, paired conversations, role play, situational simulation, question-and-answer activities, and guided dialogue construction. These activities allow students to retain the stability of familiar expressions while gradually changing their vocabulary, interlocutors, and communicative purposes.

⁶ Hien Hoang and Frank Boers, "Re-Telling a Story in a Second Language: How Well Do Adult Learners Mine an Input Text for Multiword Expressions?," *Studies in Second Language Learning and Teaching* 6, no. 3 (September 2016): 513–35, <https://doi.org/10.14746/sslt.2016.6.3.7>.

⁷ Aysegul Nergis, "Can Explicit Instruction of Formulaic Sequences Enhance L2 Oral Fluency?," *Lingua* 255 (May 2021): 103072, <https://doi.org/10.1016/j.lingua.2021.103072>.

⁸ Jennifer François and Mohammed Albakry, "Effect of Formulaic Sequences on Fluency of English Learners in Standardized Speaking Tests," *Language Learning & Technology* 25, no. 2 (June 2021): 26–41, <https://doi.org/10.64152/10125/73429>.

⁹ Masatoshi Sato and Kim McDonough, "Practice Is Important But How About Its Quality?: Contextualized Practice In The Classroom," *Studies in Second Language Acquisition* 41, no. 5 (December 2019): 999–1026, <https://doi.org/10.1017/S0272263119000159>.

Evidence from Arabic language education also supports the integration of daily language, classroom interaction, and institutional language environments. Sutaman and Febriani found that Arabic speaking development was supported by daily conversations, vocabulary habituation, discussion, cooperative learning, contextual instruction, learner motivation, teacher involvement, and the availability of an Arabic-speaking environment.¹⁰ Likewise, Mammunah, Syihabuddin, and Nurbayan demonstrate that structured institutional programs, vocabulary presentation, student grouping, and speaking activities can strengthen students' opportunities to practise Arabic beyond conventional textbook instruction.¹¹ These findings indicate that speaking development cannot be attributed solely to a textbook. It emerges from the interaction between instructional materials, teacher mediation, practice routines, institutional policies, learner readiness, and opportunities for language use.

The relevance of daily expressions to Arabic speaking instruction has also been demonstrated directly in an Indonesian school context. Jauharoh, Anam, and Huda reported that expressions used in Arabic instruction assisted students in conducting everyday communication and produced differences between learning conditions before and after their implementation.¹² Their findings support the assumption that concise expressions can facilitate beginning communication. Nevertheless, the effectiveness of such expressions may vary according to topic selection, instructional procedures, time allocation, student comprehension, teacher creativity, and institutional support. A book may function as an active communicative resource in one institution but become primarily a memorization text in another.

¹⁰ Sutaman Sutaman and Suci Ramadhanti Febriani, "Optimizing Arabic Speaking Skills Based On Integration Of Learning Theory Framework In Higher Education," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (June 2021): 75–89, <https://doi.org/10.15408/a.v8i1.20423>.

¹¹ Mammunah Mammunah, Syihabuddin Syihabuddin, and Yayan Nurbayan, "Policy Implementation Of The Sabilillah Spectacular Stage (Sss) Program To Increase Students' Speaking Skills," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (June 2021): 106–17, <https://doi.org/10.15408/a.v8i1.20661>.

¹² Ervin Jauharoh, Wahidul Anam, and Mokhammad Miftakhul Huda, "The Use of Expressions in Improving Kalam Skill in Learning Arabic for MTSN 2 Kediri Students," *Asalibuna* 5, no. 02 (December 2021): 53–61, <https://doi.org/10.30762/asalibuna.v5i02.586>.

Previous studies have discussed communicative approaches, Arabic speaking materials, formulaic sequences, contextualized practice, and language environments. However, limited attention has been directed toward comparing how the same daily-expression book is implemented in two educational institutions. Existing research has frequently focused on material development, experimental effectiveness, or language programs within a single institution. As a result, less is known about how institutional routines, teacher practices, student characteristics, and available learning environments shape the practical use of concise Arabic expressions. A comparative investigation is necessary because instructional materials do not operate independently from the contexts in which they are taught.

The present study addresses this gap by examining the use of *Kitāb al-‘Ibārāt al-Yaumiyyah al-Mūjazah* among first-year secondary students at Al-Khayriyyah Islamic Institute and Tihamah School in Cirebon, West Java. Both institutions employ concise daily expressions to support Arabic pronunciation, sentence formation, vocabulary use, dialogue practice, and speaking confidence. Nevertheless, the institutions may differ in instructional routines, classroom implementation, supporting activities, time allocation, and opportunities for students to use Arabic beyond formal lessons.

Accordingly, this study investigates two questions: (1) How is *Kitāb al-‘Ibārāt al-Yaumiyyah al-Mūjazah* implemented in Arabic speaking instruction at Al-Khayriyyah Islamic Institute and Tihamah School? (2) What supporting and inhibiting factors influence its implementation in the two institutions? By answering these questions, the study aims to explain not only whether concise daily expressions are useful but also how their educational value is produced through specific teaching practices and institutional conditions.

This study contributes to Arabic language education in three respects. First, it applies the concept of formulaic language to the teaching of Arabic as a foreign language in Indonesian secondary education. Second, it shifts the discussion from textbook content toward the interaction between materials, teachers, learners, and institutional environments. Third, it provides comparative evidence regarding the conditions that support or constrain daily-expression-based

speaking instruction. The findings are expected to assist Arabic teachers and curriculum developers in transforming concise expressions from memorized sentences into functional resources for confident, contextualized, and sustainable oral communication.

Method

This study employed a qualitative comparative case-study design to examine how *Kitāb al- 'Ibārāt al-Yaumiyyah al-Mūjazah* was implemented in two bounded educational settings. This design was selected because the study sought to understand teaching practices, participant experiences, and institutional conditions within their natural contexts rather than measure the intervention experimentally.¹³ The research was conducted at Al-Khayriyyah Islamic Institute and Tihamah School in Cirebon, West Java, during October 2021. Participants were selected purposively and included educational administrators, Arabic teachers, and selected first-year secondary students directly involved in daily-expression-based speaking instruction. The original study documents the researcher's direct presence at both institutions and the involvement of administrators, teachers, and students as primary information sources.

Data were collected through classroom observation, semi-structured interviews, and document analysis. Observations focused on teacher modelling, pronunciation practice, repetition, dialogue activities, student participation, and the contextual use of daily Arabic expressions. Semi-structured interviews explored instructional procedures, perceived learning benefits, student responses, and factors supporting or constraining implementation. This format maintained common guiding questions while allowing the researcher to probe institution-specific experiences.¹⁴ Documents included the daily-expression textbook, lesson materials, institutional records, and records of speaking activities. The thesis records classroom observations on October 21 and interviews with teachers from both institutions on October 23, 2023.

¹³ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018).

¹⁴ Hanna Kallio et al., "Systematic Methodological Review: Developing a Framework for a Qualitative Semi-structured Interview Guide," *Journal of Advanced Nursing* 72, no. 12 (December 2016): 2954–65, <https://doi.org/10.1111/jan.13031>.

Data collection and analysis were conducted iteratively. Field notes, interview accounts, and documents were organized, coded, condensed, and compared both within and across the two institutions.¹⁵ The analysis developed themes concerning instructional implementation, student engagement, practical use of expressions, supporting conditions, and implementation barriers. Thematic patterns were reviewed against the complete dataset and presented through comparative descriptions and matrices.¹⁶ The original study similarly employed data organization, classification, presentation, conclusion drawing, and verification.

Trustworthiness was established through the principles of credibility, dependability, confirmability, and transferability. Credibility was strengthened by triangulating information obtained from school administrators, Arabic teachers, and students, as well as by comparing evidence generated through classroom observations, semi-structured interviews, and document analysis across the two institutional settings. The emerging codes, categories, and interpretations were repeatedly checked against the original field notes, interview records, and institutional documents to ensure that the findings remained grounded in the participants' experiences. Contradictory or divergent evidence was retained and examined rather than excluded. Dependability and confirmability were supported through systematic documentation of data-collection procedures, coding decisions, analytical memos, category development, and cross-case comparisons, thereby creating an audit trail of the research process. Thick descriptions of the participants, learning activities, classroom conditions, and institutional contexts were also provided to help readers assess the transferability of the findings to comparable Arabic language-learning settings.¹⁷

The study followed established ethical principles for educational research. Institutional access and permission were obtained from the authorities of Al-

¹⁵ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2020).

¹⁶ Lorelli S. Nowell et al., "Thematic Analysis: Striving to Meet the Trustworthiness Criteria," *International Journal of Qualitative Methods* 16, no. 1 (December 2017): 1609406917733847, <https://doi.org/10.1177/1609406917733847>.

¹⁷ Brigitte S. Cypress, "Rigor or Reliability and Validity in Qualitative Research: Perspectives, Strategies, Reconceptualization, and Recommendations," *Dimensions of Critical Care Nursing* 36, no. 4 (July 2017): 253–63, <https://doi.org/10.1097/DCC.0000000000000253>.

Khayriyyah Islamic Institute and Tihamah School before data collection. Participants were informed about the purpose of the research, the procedures involved, the voluntary nature of participation, and their right to decline or withdraw without academic or institutional consequences. Informed consent was obtained from adult participants, while student assent and parental or guardian authorization were sought where required because the student participants were of secondary-school age. Participants' identities were protected through anonymization or pseudonyms, and identifying information was excluded from interview excerpts, observation records, and the presentation of findings. Research data were used solely for academic purposes and stored securely to prevent unauthorized access.

Results and Discussion

Implementation of Concise Daily Expressions in Speaking Instruction

The findings showed that *Kitāb al-'Ibārāt al-Yaumiyyah al-Mūjazah* functioned as a structured speaking resource at Al-Khayriyyah Islamic Institute and Tihamah School. Rather than serving merely as reading or memorization material, its expressions were integrated into pronunciation practice, guided repetition, oral exercises, conversations, and classroom discussions. Teachers selected expressions appropriate to students' proficiency and presented them systematically so learners could understand, pronounce, and use them in communicative situations.

Instruction generally progressed from explanation and teacher modelling to individual or collective repetition, pronunciation correction, paired practice, and situational dialogue. This sequence enabled students to move gradually from controlled imitation toward contextualized oral production. Classroom observations also showed considerable attention to Arabic pronunciation and articulation. Teachers modelled expressions, monitored students' production, and corrected inaccurate sounds to support clear and intelligible communication.

The book covered diverse themes, including daily activities, social relationships, work, travel, and routine interaction. Teachers considered this variety useful because it expanded students' vocabulary and provided accessible

starting points for conversation without requiring beginners to construct every utterance independently.

Institutional Patterns of Implementation

Although both institutions used the same principal material, their implementation differed. At Al-Khayriyyah, the book was closely integrated into daily Arabic routines. Teachers emphasized expression recognition, pronunciation, sentence arrangement, repetition, and immediate use in routine interaction. This systematic integration provided stable linguistic models and reduced students' difficulty in initiating Arabic speech.

At Tihamah School, the expressions were extended through more varied classroom and extracurricular activities. These included group conversations, vocabulary assignments, speeches, public speaking in an open field, and dramatic performances in the mosque. Such activities enabled students to expand short expressions into longer and more socially situated oral performances.

Thus, Al-Khayriyyah emphasized systematic habituation in daily communication, whereas Tihamah broadened the material through public-speaking and performance-based activities. These differences show that the same textbook can support distinct pedagogical patterns according to institutional programs, teacher preferences, and available speaking environments.

Development of Oral Participation and Confidence

Observation and interview data indicated that concise expressions helped students initiate speech more easily. Because they could begin with short, recognizable patterns and modify particular words according to context, they did not always need to construct complete sentences from isolated vocabulary. This reduced hesitation during controlled and semi-controlled practice.

Teachers also reported greater participation in conversations and discussions. Students interacted with classmates, responded to questions, and used expressions collaboratively. The implementation therefore supported linguistic production, interpersonal interaction, confidence, and greater independence in using Arabic.

These findings should be understood as qualitative evidence of perceived and observed development rather than proof of a statistically measured effect. The

study did not employ standardized pre-tests and post-tests. Its main contribution lies in explaining how the book facilitated pronunciation practice, sentence production, participation, and communicative confidence.

Supporting and Inhibiting Factors

Five principal supporting factors emerged: the book's organized structure, thematic diversity, continuous oral practice, collaborative activities, and supportive teacher guidance. Together, these conditions enabled students to understand, pronounce, adapt, and use the expressions in communication.

The principal barriers were limited learning time, insufficient supplementary resources, restrictive schedules, differences in student comprehension, and occasional incompatibility between teaching techniques and learner needs. Students with limited prior knowledge required additional explanation and practice, while insufficient time reduced retention and application.

The learning environment was also important. Limited supporting materials or a weak Arabic-speaking environment reduced opportunities for practice. These findings indicate that effective implementation requires differentiated assistance, adequate practice time, and institutional support.

Table 1. Comparative Findings on the Implementation of Concise Daily Expressions

Dimension	Al-Khayriyyah Islamic Institute	Tihamah School	Cross-Case Interpretation
Material function	Structured source of daily expressions	Source for classroom and extracurricular speaking	The book provided accessible oral- language models
Instructional sequence	Explanation, modelling, repetition, correction, and dialogue	Explanation, modelling, conversation, speeches, performances	Both progressed from controlled practice to communicative use
Institutional	Daily Arabic routines	Varied indoor	and Institutional

Dimension	Al-Khayriyyah Islamic Institute	Tihamah School	Cross-Case Interpretation
emphasis	and systematic practice	outdoor activities	programs shaped implementation
Pronunciation	Intensive modelling and correction	Integrated dialogue performance	into supported and understandable speech
Interaction	Routine student and communication	teacher– Group public speaking, and drama	dialogue, more functional through collaboration
Perceived outcomes	Easier initiation, confidence, and habitual use	speech Participation, confidence, and public performance	Outcomes involved linguistic and affective development
Supporting conditions	Structured lessons, practice, teacher guidance, and Arabic environment	Topic variety, interaction, and institutional programs	Effectiveness depended on mediation and practice opportunities
Main barriers	Limited time and different levels of readiness	Limited resources, schedules, and comprehension differences	Implementation required contextual and differentiated support

Discussion

Concise Expressions as Scaffolds for Oral Production

The findings indicate that concise daily expressions served as linguistic scaffolds for beginning speakers. Instead of generating complete Arabic utterances from isolated grammatical and lexical elements, students could retrieve and adapt partially prepared language units. This reduced the processing burden

involved in initiating speech. Goh explains that speaking instruction becomes more effective when learners receive modelling, planning, guided practice, and reflection before, during, and after oral performance.¹⁸ The instructional sequence in both institutions reflects this movement from supported toward increasingly independent speaking.

However, scaffolding should not create permanent dependence on memorized sentences. Students should gradually replace words, change interlocutors, modify communicative purposes, and formulate new responses. The book therefore functions most effectively as an entry point into communication rather than as the final limit of speaking competence.

Interaction as the Link between Material and Communication

The observed conversations, discussions, speeches, and collaborative exercises show that the value of the material was produced through interaction. A printed expression does not become speaking competence merely through reading or memorization. Learners need to use it with interlocutors, receive responses, notice misunderstanding, and adjust their production. Loewen and Sato identify interaction as a source of input, output, feedback, and attention to form.¹⁹ This explains why expressions became more functional when embedded in dialogue and discussion.

Philp and Duchesne describe task engagement as cognitive, behavioural, social, and emotional.²⁰ These dimensions were activated simultaneously: students understood the expressions, participated orally, interacted socially, and managed confidence or anxiety. Participation was therefore not simply an additional benefit but a central mechanism through which the material became meaningful.

Repetition, Retrieval, and Fluency

Repetition was prominent in both institutions and provided repeated opportunities to retrieve the same language with less hesitation. Research on oral-

¹⁸ Christine C. M. Goh, "Research into Practice: Scaffolding Learning Processes to Improve Speaking Performance," *Language Teaching* 50, no. 2 (April 2017): 247–60, <https://doi.org/10.1017/S0261444816000483>.

¹⁹ Shawn Loewen and Masatoshi Sato, "Interaction and Instructed Second Language Acquisition," *Language Teaching* 51, no. 3 (July 2018): 285–329, <https://doi.org/10.1017/S0261444818000125>.

²⁰ Jenefer Philp and Susan Duchesne, "Exploring Engagement in Tasks in the Language Classroom," *Annual Review of Applied Linguistics* 36 (March 2016): 50–72, <https://doi.org/10.1017/S0267190515000094>.

task repetition shows that repeated performance can improve fluency by reducing the cognitive resources required to decide what to say. Thai and Boers found that repeated monologues affected fluency, complexity, and accuracy,²¹ while Lambert, Kormos, and Minn showed that task repetition influenced speech processing, pausing, and self-repair.²²

The present findings extend this principle to concise Arabic expressions. Repetition helped students stabilize pronunciation and access phrases more quickly. Nevertheless, repetition becomes more productive when each performance includes a meaningful change, such as a different partner, setting, vocabulary item, or communicative purpose.

This interpretation is also consistent with Tavakoli, Campbell, and McCormack, who found that focused pedagogical intervention could improve speech fluency within a relatively short period.²³ Fluency therefore requires deliberate practice rather than being expected to emerge automatically from general language instruction.

The benefits of repetition must also be interpreted through the distinction between immediate performance and durable learning. Rapid improvement during identical repetition may reflect temporary ease of retrieval rather than stable proceduralization or the ability to communicate in new situations. Cognitive accounts of second-language practice indicate that durable development depends on the type and distribution of practice, the sequencing of activities, individual learner differences, and the correspondence between practice conditions and subsequent communicative demands.²⁴ The desirable-difficulty framework further suggests that spacing, interleaving, and contextual variation may initially make performance slower or more effortful while strengthening long-term retention and

²¹ Chau Thai and Frank Boers, "Repeating a Monologue Under Increasing Time Pressure: Effects on Fluency, Complexity, and Accuracy," *TESOL Quarterly* 50, no. 2 (June 2016): 369–93, <https://doi.org/10.1002/tesq.232>.

²² Craig Lambert, Judit Kormos, and Danny Minn, "TASK REPETITION AND SECOND LANGUAGE SPEECH PROCESSING," *Studies in Second Language Acquisition* 39, no. 1 (March 2017): 167–96, <https://doi.org/10.1017/S0272263116000085>.

²³ Parvaneh Tavakoli, Colin Campbell, and Joan McCormack, "Development of Speech Fluency Over a Short Period of Time: Effects of Pedagogic Intervention," *TESOL Quarterly* 50, no. 2 (June 2016): 447–71, <https://doi.org/10.1002/tesq.244>.

²⁴ Yuichi Suzuki, Tatsuya Nakata, and Robert Dekeyser, "Optimizing Second Language Practice in the Classroom: Perspectives from Cognitive Psychology," *The Modern Language Journal* 103, no. 3 (September 2019): 551–61, <https://doi.org/10.1111/modl.12582>.

transfer, provided that the imposed difficulty remains manageable for learners.²⁵ In the present context, repeated production of the same daily expressions should therefore be followed by delayed retrieval, lexical substitution, changes of interlocutor, situational variation, and unprepared follow-up questions. This progression is particularly important because fluency is multidimensional: faster retrieval may reduce pausing without necessarily improving speech rate, grammatical flexibility, or the ability to adapt expressions independently.²⁶ Yan similarly found that formulaic sequences contributed more consistently to reduced pausing than to increased speech rate, with their effects varying according to proficiency and sentence length.²⁷ Accordingly, the strongest interpretation of the present findings is not that memorized expressions automatically produce fluent speakers, but that they provide an initial processing base that must be progressively destabilized through spaced, varied, and context-shifting practice before it develops into adaptive communicative competence.

Pronunciation and Comprehensibility

Teachers' emphasis on pronunciation should be understood as an effort to improve comprehensibility rather than eliminate accent. Saito, Trofimovich, and Isaacs distinguish accentedness from comprehensibility and show that understandable speech is influenced by phonological, lexical, grammatical, and fluency-related features.²⁸ Teacher modelling and correction were therefore most valuable when directed toward intelligibility, word clarity, articulation, and communicative success.

Pronunciation practice should also remain connected to meaning. Students need to understand what an expression accomplishes, not only how it sounds.

²⁵ Yuichi Suzuki, Tatsuya Nakata, and Robert Dekeyser, "The Desirable Difficulty Framework as a Theoretical Foundation for Optimizing and Researching Second Language Practice," *The Modern Language Journal* 103, no. 3 (September 2019): 713–20, <https://doi.org/10.1111/modl.12585>.

²⁶ Nivja H. De Jong, "Fluency in Second Language Testing: Insights From Different Disciplines," *Language Assessment Quarterly* 15, no. 3 (July 2018): 237–54, <https://doi.org/10.1080/15434303.2018.1477780>.

²⁷ Xun Yan, "Unpacking the Relationship Between Formulaic Sequences and Speech Fluency on Elicited Imitation Tasks: Proficiency Level, Sentence Length, and Fluency Dimensions," *TESOL Quarterly* 54, no. 2 (June 2020): 460–87, <https://doi.org/10.1002/tesq.556>.

²⁸ Kazuya Saito, Pavel Trofimovich, and Talia Isaacs, "Second Language Speech Production: Investigating Linguistic Correlates of Comprehensibility and Accentedness for Learners at Different Ability Levels," *Applied Psycholinguistics* 37, no. 2 (March 2016): 217–40, <https://doi.org/10.1017/S0142716414000502>.

Modelling and correction should therefore be followed by dialogue, contextualized responses, and communicative application.

Classroom Environment, Confidence, and Willingness to Communicate

The perceived increase in confidence and participation cannot be attributed to the textbook alone. Khajavy, MacIntyre, and Barabadi found that a positive classroom environment was associated with greater enjoyment and willingness to communicate and with lower anxiety.²⁹ This supports the finding that teacher encouragement, collaboration, and an Arabic-speaking environment strengthened students' readiness to participate.

Al-Khayriyyah encouraged regular use through daily language routines, whereas Tihamah provided performance-oriented spaces through speeches and drama. The first emphasized habituation, while the second broadened the range of communicative situations.

The barriers identified in the study also had affective consequences. Students with limited proficiency or insufficient preparation may experience greater anxiety during public speaking. Teimouri, Goetze, and Plonsky confirmed a negative relationship between second-language anxiety and achievement.³⁰ The findings therefore support gradual progression from collective repetition to paired dialogue, small-group interaction, and individual performance.

Institutional Adaptation and Material-in-Use

A central contribution of the study is the finding that the same book did not produce identical instruction in both institutions. Its use was mediated by teachers, schedules, extracurricular programs, language policies, learning environments, and student characteristics. This challenges the assumption that a well-designed textbook independently generates speaking development.

²⁹ Gholam Hassan Khajavy, Peter D. MacIntyre, and Elyas Barabadi, "ROLE OF THE EMOTIONS AND CLASSROOM ENVIRONMENT IN WILLINGNESS TO COMMUNICATE: APPLYING DOUBLY LATENT MULTILEVEL ANALYSIS IN SECOND LANGUAGE ACQUISITION RESEARCH," *Studies in Second Language Acquisition* 40, no. 3 (September 2018): 605–24, <https://doi.org/10.1017/S0272263117000304>.

³⁰ Yasser Teimouri, Julia Goetze, and Luke Plonsky, "SECOND LANGUAGE ANXIETY AND ACHIEVEMENT: A META-ANALYSIS," *Studies in Second Language Acquisition* 41, no. 2 (May 2019): 363–87, <https://doi.org/10.1017/S0272263118000311>.

Plonsky and Kim show that task design and implementation influence the grammatical, lexical, interactional, and performance features of learner production.³¹ The present study illustrates this contextual variability: the expressions became routine conversational resources at Al-Khayriyyah and inputs for speeches, group interaction, and performance at Tihamah.

The effectiveness of *Kitāb al-'Ibārāt al-Yaumiyyah al-Mūjazah* should therefore be understood as relational rather than intrinsic. The book offers linguistic resources, but teachers and institutions determine whether these become memorization, controlled practice, collaborative dialogue, or independent communication. Effective implementation should combine pronunciation modelling, repeated retrieval, contextual substitution, peer interaction, differentiated support, and opportunities for use beyond the textbook.

Theoretical and Practical Implications

Theoretically, the study places concise daily expressions at the intersection of formulaic language, speaking scaffolds, task repetition, and willingness to communicate. Their value lies in providing manageable linguistic units and reducing the difficulty of immediate sentence generation. Their long-term contribution, however, depends on whether learners eventually modify, analyse, and recombine those units.

Practically, teachers should not limit instruction to memorizing fixed expressions. A developmental sequence should include modelling, collective repetition, individual pronunciation, lexical substitution, paired dialogue, role play, public performance, and spontaneous follow-up questions. Less proficient students require vocabulary support, slower modelling, visual cues, and additional rehearsal, whereas more proficient students should expand expressions into longer and less predictable interaction.

Future studies should combine qualitative evidence with speaking assessments measuring comprehensibility, vocabulary range, grammatical accuracy, pausing, speech rate, interactional responsiveness, and confidence. The

³¹ Luke Plonsky and YouJin Kim, "Task-Based Learner Production: A Substantive and Methodological Review," *Annual Review of Applied Linguistics* 36 (March 2016): 73–97, <https://doi.org/10.1017/S0267190516000015>.

present findings support the pedagogical usefulness of the book but do not establish a causal or statistically quantified effect.

Conclusion

This study shows that *Kitāb al-‘Ibārāt al-Yaumiyyah al-Mūjazah* supported Arabic speaking development through modelling, repetition, pronunciation correction, dialogue, and contextual practice. Al-Khayriyyah integrated the expressions into daily Arabic routines, while Tihamah extended them through group conversations, speeches, and performances. In both institutions, the material helped students initiate speech, participate more actively, and build confidence, although its effectiveness depended on teacher guidance, institutional support, practice opportunities, learner readiness, and available time and resources.

The study contributes by positioning concise daily expressions as linguistic scaffolds that connect formulaic language with communicative practice. Its main limitation lies in the qualitative design and the absence of standardized speaking assessments. Future research should combine classroom evidence with longitudinal measures of fluency, pronunciation, accuracy, vocabulary, interaction, and confidence. Teachers should also move beyond memorization by using substitution, role play, delayed retrieval, and spontaneous interaction so that fixed expressions develop into flexible resources for independent Arabic communication.

References

- Creswell, John W., and Cheryl N. Poth. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. 4th ed. Thousand Oaks, CA: SAGE Publications, 2018.
- Cypress, Brigitte S. "Rigor or Reliability and Validity in Qualitative Research: Perspectives, Strategies, Reconceptualization, and Recommendations." *Dimensions of Critical Care Nursing* 36, no. 4 (July 2017): 253–63. <https://doi.org/10.1097/DCC.0000000000000253>.
- Foster, Pauline. "Oral Fluency in a Second Language: A Research Agenda for the next Ten Years." *Language Teaching* 53, no. 4 (October 2020): 446–61. <https://doi.org/10.1017/S026144482000018X>.
- François, Jennifer, and Mohammed Albakry. "Effect of Formulaic Sequences on Fluency of English Learners in Standardized Speaking Tests." *Language Learning & Technology* 25, no. 2 (June 2021): 26–41. <https://doi.org/10.64152/10125/73429>.

- Goh, Christine C. M. "Research into Practice: Scaffolding Learning Processes to Improve Speaking Performance." *Language Teaching* 50, no. 2 (April 2017): 247–60. <https://doi.org/10.1017/S0261444816000483>.
- Hendri, Muspika. "Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif." *Potensia : Jurnal Kependidikan Islam* 3, no. 2 (December 2017): 196. <https://doi.org/10.24014/potensia.v3i2.3929>.
- Hoang, Hien, and Frank Boers. "Re-Telling a Story in a Second Language: How Well Do Adult Learners Mine an Input Text for Multiword Expressions?" *Studies in Second Language Learning and Teaching* 6, no. 3 (September 2016): 513–35. <https://doi.org/10.14746/sslt.2016.6.3.7>.
- Jauharoh, Ervin, Wahidul Anam, and Mokhammad Miftakhul Huda. "The Use of Expressions in Improving Kalam Skill in Learning Arabic for MTSN 2 Kediri Students." *Asalibuna* 5, no. 02 (December 2021): 53–61. <https://doi.org/10.30762/asalibuna.v5i02.586>.
- Jong, Nivja H. De. "Fluency in Second Language Testing: Insights From Different Disciplines." *Language Assessment Quarterly* 15, no. 3 (July 2018): 237–54. <https://doi.org/10.1080/15434303.2018.1477780>.
- Kallio, Hanna, Anna-Maija Pietilä, Martin Johnson, and Mari Kangasniemi. "Systematic Methodological Review: Developing a Framework for a Qualitative Semi-structured Interview Guide." *Journal of Advanced Nursing* 72, no. 12 (December 2016): 2954–65. <https://doi.org/10.1111/jan.13031>.
- Khajavy, Gholam Hassan, Peter D. MacIntyre, and Elyas Barabadi. "ROLE OF THE EMOTIONS AND CLASSROOM ENVIRONMENT IN WILLINGNESS TO COMMUNICATE: APPLYING DOUBLY LATENT MULTILEVEL ANALYSIS IN SECOND LANGUAGE ACQUISITION RESEARCH." *Studies in Second Language Acquisition* 40, no. 3 (September 2018): 605–24. <https://doi.org/10.1017/S0272263117000304>.
- Lambert, Craig, Judit Kormos, and Danny Minn. "TASK REPETITION AND SECOND LANGUAGE SPEECH PROCESSING." *Studies in Second Language Acquisition* 39, no. 1 (March 2017): 167–96. <https://doi.org/10.1017/S0272263116000085>.
- Loewen, Shawn, and Masatoshi Sato. "Interaction and Instructed Second Language Acquisition." *Language Teaching* 51, no. 3 (July 2018): 285–329. <https://doi.org/10.1017/S0261444818000125>.
- Mamnunah, Mamnunah, Syihabuddin Syihabuddin, and Yayan Nurbayan. "Policy Implementation Of The Sabilillah Spectacular Stage (Sss) Program To Increase Students' Speaking Skills." *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (June 2021): 106–17. <https://doi.org/10.15408/a.v8i1.20661>.
- Miles, Matthew B., A. Michael Huberman, and Johnny Saldaña. *Qualitative Data Analysis: A Methods Sourcebook*. 4th ed. Thousand Oaks, CA: SAGE Publications, 2020.
- Nergis, Aysegul. "Can Explicit Instruction of Formulaic Sequences Enhance L2 Oral Fluency?" *Lingua* 255 (May 2021): 103072. <https://doi.org/10.1016/j.lingua.2021.103072>.

- Nowell, Lorelli S., Jill M. Norris, Deborah E. White, and Nancy J. Moules. "Thematic Analysis: Striving to Meet the Trustworthiness Criteria." *International Journal of Qualitative Methods* 16, no. 1 (December 2017): 1609406917733847. <https://doi.org/10.1177/1609406917733847>.
- Philp, Jenefer, and Susan Duchesne. "Exploring Engagement in Tasks in the Language Classroom." *Annual Review of Applied Linguistics* 36 (March 2016): 50–72. <https://doi.org/10.1017/S0267190515000094>.
- Plonsky, Luke, and YouJin Kim. "Task-Based Learner Production: A Substantive and Methodological Review." *Annual Review of Applied Linguistics* 36 (March 2016): 73–97. <https://doi.org/10.1017/S0267190516000015>.
- Saito, Kazuya, Pavel Trofimovich, and Talia Isaacs. "Second Language Speech Production: Investigating Linguistic Correlates of Comprehensibility and Accentedness for Learners at Different Ability Levels." *Applied Psycholinguistics* 37, no. 2 (March 2016): 217–40. <https://doi.org/10.1017/S0142716414000502>.
- Sato, Masatoshi, and Kim McDonough. "Practice Is Important But How About Its Quality?: Contextualized Practice In The Classroom." *Studies in Second Language Acquisition* 41, no. 5 (December 2019): 999–1026. <https://doi.org/10.1017/S0272263119000159>.
- Sutaman, Sutaman, and Suci Ramadhanti Febriani. "Optimizing Arabic Speaking Skills Based On Integration Of Learning Theory Framework In Higher Education." *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (June 2021): 75–89. <https://doi.org/10.15408/a.v8i1.20423>.
- Suzuki, Yuichi, Tatsuya Nakata, and Robert Dekeyser. "Optimizing Second Language Practice in the Classroom: Perspectives from Cognitive Psychology." *The Modern Language Journal* 103, no. 3 (September 2019): 551–61. <https://doi.org/10.1111/modl.12582>.
- . "The Desirable Difficulty Framework as a Theoretical Foundation for Optimizing and Researching Second Language Practice." *The Modern Language Journal* 103, no. 3 (September 2019): 713–20. <https://doi.org/10.1111/modl.12585>.
- Syaifulloh, Muhammad, and Nailul Izzah. "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab." *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (May 2019): 127. <https://doi.org/10.29240/jba.v3i1.764>.
- Tavakoli, Parvaneh, Colin Campbell, and Joan McCormack. "Development of Speech Fluency Over a Short Period of Time: Effects of Pedagogic Intervention." *TESOL Quarterly* 50, no. 2 (June 2016): 447–71. <https://doi.org/10.1002/tesq.244>.
- Tavakoli, Parvaneh, and Takumi Uchihara. "To What Extent Are Multiword Sequences Associated With Oral Fluency?" *Language Learning* 70, no. 2 (June 2020): 506–47. <https://doi.org/10.1111/lang.12384>.
- Teimouri, Yasser, Julia Goetze, and Luke Plonsky. "SECOND LANGUAGE ANXIETY AND ACHIEVEMENT: A META-ANALYSIS." *Studies in Second Language Acquisition* 41, no. 2 (May 2019): 363–87. <https://doi.org/10.1017/S0272263118000311>.

- Thai, Chau, and Frank Boers. "Repeating a Monologue Under Increasing Time Pressure: Effects on Fluency, Complexity, and Accuracy." *TESOL Quarterly* 50, no. 2 (June 2016): 369–93. <https://doi.org/10.1002/tesq.232>.
- Yan, Xun. "Unpacking the Relationship Between Formulaic Sequences and Speech Fluency on Elicited Imitation Tasks: Proficiency Level, Sentence Length, and Fluency Dimensions." *TESOL Quarterly* 54, no. 2 (June 2020): 460–87. <https://doi.org/10.1002/tesq.556>.
- Zulharby, Puti, Yumna Rasyid, and Nuruddin Nuruddin. "The Characteristics of Teaching Material Arabic Speaking Skills in Higher Education." *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (December 2019): 194–213. <https://doi.org/10.24042/albayan.v11i2.5175>.