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Editorial Preface

Dear Esteemed Readers,

We are delighted to present the March issue of the Journal of Research in Language and Translation (JRLT) with an array of insightful articles that contribute to the understanding and advancement of language-related fields. This issue encompasses a diverse range of topics, including phonological variation, pedagogical competencies, politeness formulas, nonconcatenative morphology, and leveraging AI in language learning.

Before we delve into the research articles, we would like to take the opportunity to express our heartfelt gratitude to Dr Abdullah Alasmary, the former Editor-in-Chief of JRLT. Dr Alasmary's exceptional leadership, dedication, and scholarly contributions have been instrumental in shaping the journal's growth and success. We extend our sincere thanks to Dr Alasmary for his invaluable service and wish him continued success in his future aspirations. Additionally, I would like to thank the editors and the editorial team for their tireless efforts. Their expertise and commitment to excellence have greatly contributed to the success of this journal.

Our first article, "Phonological Variation of /r/ in Selected Arabic Dialects" by Awad Alshehri, Ghaida Al Saadoon, Lina Al-Aqeel, Linah Aldakhil, and Nora Alorainy, delves into the intricate nature of the Arabic phoneme /r/ and its diverse manifestations across different regional dialects. This descriptive examination sheds light on the phonetic variability of /r/ in various word positions, offering valuable insights for language acquisition and instruction.

Dr Eman Alhusaiyan presents a qualitative study on how Saudi English language teachers' pedagogical competencies impact their students' academic achievement. This research explores the pivotal role of teachers' professional competency in creating a conducive learning environment and its direct influence on students' academic progress. The study demonstrates the unwavering dedication of English language teachers to improving student achievements.

In the article "Cultural Courtesies: Decoding Politeness Formulas in the Aseer Dialect of Arabic," Dr Raniah Al Mufarreh investigates politeness formulas in the Aseer dialect of Arabic using Conceptual Metaphor Theory and the Embodiment Hypothesis. By unravelling the cultural significance and metonymies embedded in these expressions, this study opens avenues for cross-dialect and cross-linguistic comparisons.

Examining the nonconcatenative morphology of Modern Standard Arabic (MSA), Dr Maisarah M. Almirabi's article, "Nonconcatenative Morphology of MSA as Represented by Deverbal Verbs," explores the derivation of deverbal verbs and their intriguing morphological structures. Through autosegmental analysis, the study sheds light on the hierarchical organization of Arabic deverbal verbs, offering valuable insights into the interaction between root meaning and deverbal verb particles.

Lastly, Dr Abdulrahman Shebeeb's article, "Leveraging AI for Vocabulary Acquisition and Pronunciation Enhancement," focuses on the impact of AI technologies on vocabulary acquisition and pronunciation improvement in language learning. Through a systematic review and analysis of research articles, the study highlights the potential of AI-based platforms in personalized learning, immediate feedback, and fostering independent learners.

We extend our gratitude to the esteemed authors for their rigorous research and insightful contributions to this issue. Their dedication and expertise have enriched the field of language and translation studies, and we are honoured to present their work to our readership.

We hope that the research articles in this issue will inspire further exploration and stimulate fruitful discussions within the academic community. We encourage scholars, researchers, and practitioners to delve into the articles, consider their implications, and build upon these foundations to advance our understanding of language, culture, and communication.

Thank you for your continued support and readership.

Editor

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March 3, 2024

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Phonological Variation of /r/ in Selected Arabic Dialects

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الملخص

تُركِّز هذه الدراسة على تحليل الصوت العربي /ر/، والذي يتميز بتعقيدات وتنوعات خاصة ضمن النظام الصوتي للغة العربية. وتستهدف استقصاء المتغيرات الصوتية لهذا الصوت في مجموعة من اللهجات العربية، مع التأكيد على طريقة نطقه في مواضع مختلفة داخل الكلمات: في بداية ووسط ونهاية الكلمة. ونسعى من خلال هذا العمل البحثي للإسهام في فهم طبيعة الصوت العربي /ر/، والذي يُظهِر تعددية وتنوعاً داخل الأنظمة الصوتية العربية. ويستند البحث إلى تحليلات مُركَّزة للخصائص الصوتية المُمِّيزة للصوت /ر/ في عدة لهجات ومناطق عربية. وسوف يساعد هذا العمل في تسهيل فهم العمليات الصوتية في اللغة العربية. وشملت عينة البث مجموعة مُختارة عشوائيا من الناطقين باللغة العربية، تراوحت أعمارهم من 18 عامًا فما فوق، وتنوعت أصولهم الجغرافية وكانوا من كلا الجنسين. وأُجريت الدراسة وفقًا لمنهجية وصفية تحليلية، استخدمت فيها مصفوفة الأوصاف الصوتية وبرنامج أودوستيتي لتسجيل وتحليل البيانات الصوتية. وسوف تُسهِم النتائج المُستنبَطة من هذا البحث في فهم التباينات الصوتية التي تُمِّيز الصوت /ر/في اللغة العربية، وأدلة حول تنوعه في سياقات ومواقع جغرافية متعددة. وتُعزِّز هذه النتائج من أهمية البحث في ميادين تعليم واكتساب اللغة، مع الأخذ بعين الاعتبار استخدام تقنيات دقيقة لضمان موثوقية البيانات المجمعة.

Abstract

The present study offers a descriptive examination of the Arabic phoneme /r/, renowned for its intricate and diverse nature within the Arabic phonological system. This research investigates the varied manifestations of the phoneme /r/ in different regional dialects, with a specific emphasis on its pronunciation in the initial, middle, and final positions of words. The paper's significance is rooted in its contribution to the comprehension of the Arabic /r/ phoneme, a multifaceted and diverse sound within Arabic phonological systems. The paper illuminates the phonetic variability of the /r/ by analyzing its distinct manifestations across diverse Arabic dialects and regions. This can potentially facilitate language acquisition and instruction. The investigation conducted by the authors pertains to the marked and unmarked characteristics of the phonological /r/ in Arabic. The population under investigation comprises a randomly selected group of Arabic-speaking individuals aged 18 years and older, encompassing both genders and hailing from diverse countries and regions. The study employs a descriptive-analytical methodology, utilizing a unique features matrix and the Audacity Sound Recording and Analysis Application to examine the gathered data. The findings of the research enhance the comprehension of the phonetic variability that typifies the Arabic /r/ phoneme and elucidate its manifestation in diverse contexts and geographical locations. Furthermore, the outcomes of this investigation hold significance for the domain of language education and acquisition, and the techniques utilized were designed to guarantee the precision and dependability of the gathered information.

Keywords: *alveolar tap, audacity, phonemic distinction, retroflex flap, spectral analysis, trill*

Introduction

Speech sounds are diverse and vary greatly in their articulation and distribution in different languages. One such sound that has been of great interest to linguists is the /r/ phoneme, which is present in almost all languages. Despite its widespread occurrence, the articulation of /r/ varies greatly across languages and has been described as "elusive in nature" (Tawfiq, 2010, p. 31). While /r/ is classified as a rhotic sound, it encompasses a wide range of variations in terms of place and manner of articulation. Rhotics can involve dental/alveolar, postalveolar-retroflex, and uvular places of articulation, and may be realized as trills, fricatives, approximants, taps/flaps, or even vowels (Wiese, 2001).

Arabic, the official language of seventeen countries, provides an interesting case study for investigating the articulation of /r/. In classical Arabic, /r/ is trilled by repeatedly moving the tongue against the coronal passive articulator (Saleh et al., 2000), or "/r/ will be a tap/flap in intervocalic position; a single rhotic can occur as a tap/flap," as claimed by Mahyoob (2021, p. 11). However, the realization of /r/ varies from one Arabic dialect to another.

This paper aims to provide a descriptive analysis of the Arabic /r/ from different regions and answer the following questions:
1) What are the most salient realizations of some Arabic r's in word-initial, medial, and final positions?
2) What are the marked and unmarked features of /r/ in Arabic phonology?

By investigating the production of Arabic /r/ in different dialects and regions, this study will contribute to our understanding of the phonetic diversity that characterizes this important sound in Arabic and shed light on the ways in which it is realized across different contexts and regions.

Literature Review

The rhotic /r/ phoneme is a consonant that appears in a wide range of manners and places of articulation in world languages, ranging from the alveolar trill /r/ to a variety of configurations in the oral cavity. These variations create challenges for linguists in terms of classification and identification. Despite the differences, all rhotics share similar phonological behavior and tend to appear in the nucleus of the syllable next to vowels (Wiese, 2011).

Rhotic /r/

Rhotic sounds, also known as the /r/ phoneme, represent an intricate and multifaceted phonetic phenomenon. These sounds are observed to be highly variable across the languages of the world, demonstrating an expansive range of manners and places of articulation (Hamann, 2003; Ladefoged & Maddieson, 1998; Velde & Hout, 2002). Ladefoged and Maddieson (1998) describe them as covering a wide range, extending from typical alveolar trills to different fricatives, and they may be articulated from positions as diverse as the uvular to the lips. This vast array creates a multitude of possible configurations in the oral cavity, leading to, as claimed by Velde and Hout (2002) "a dispersed set of sounds: trills, taps, flaps, fricatives, and approximants, with varying places of articulation" (p. 1).

Among the examples of these myriad realizations are the post-alveolar retroflex /r/ phoneme, which may manifest as flaps [ɽ], central approximants [ɹ], or even fricative trills [r̝] (Hall, 1997; Hamann, 2003). Furthermore, rhotics can occur in multiple places of articulation, resulting in various realizations such as the labiodental approximant [ʋ], bilabial trill [ʙ], and the uvular trill [ʀ], a complexity that Hall (1997) describes as captivating and challenging. However, the studies by Anselme et al. (2023), Wiese (2001), and Ignatova et al. (2018) collectively referred to the idea that trills are less frequent compared to taps in the realization of the /r/ phoneme. This observation may suggest variations in the phonetic realization of /r/ across different languages and dialects or in different contexts within a single language.

The multifaceted nature of rhotic sounds extends beyond simple phonetic classification. As Wells (1982) notes, they may also encompass non-rhotic dialects and phenomena like r-sandhi, intrusive-r, and linking-r. The diverse manifestations and idiosyncrasies of /r/ realizations make them a subject of rich academic exploration, but not without challenges. Specific issues arise in the classification and identification of these sounds, such as the historical debate surrounding the differentiation between flaps and taps, a topic that Catford (1988) described as an "alternation" between the "complete closure of a stop and the openness" of a vowel (p. 65).

The task of finding a unifying feature among all r-phonemes can further compound this complexity. Ladefoged and Maddieson (1998) insightfully observed that the only evident connection between these variations might be the historical links they share as "the family of rhotics" (p. 232). Yet, amidst this remarkable diversity, there exists a commonality in the phonological behavior of the /r/ phoneme. Hall (1997) points out that they commonly occur within the core of a syllable, adjacent to vowels, a trait that transcends the otherwise perplexing diversity of this sound category. In summary, rhotic sounds, with their wide-ranging manners and places of articulation, intricate relationships with dialects, and the challenges posed in their classification and identification, remain an area of continuous fascination and inquiry in the field of linguistics. Their elusive nature continues to inspire further research and exploration.

English /r/ and its variations have received much attention and analysis in the literature. It is mainly referred to as a voiced post-alveolar approximant [ɹ] and shows great variability across dialects and accents (Wells, 1982). In American English, [ɹ] is used prevocalically, while an r-colored vowel like 'molar' [ɚ] appears elsewhere. However, variations exist within and between states, depending on location. For example, a labiodental approximant [ʋ] can be found in Brooklynese English (Wells, 1982). In Canadian English, /r/ is a coronal approximant, with its syllabic counterpart being [ɝ]. South African English has a strengthened /r/, realized as a tap [ɾ] in intervocalic positions or before a velar plosive or /θ/; or as a post-alveolar fricative [ɹ̝] in word-initial positions (Wells, 1982). A labiodental approximant [ʋ] is also found in British English but is viewed as affected and infantile speech (Foulkes & Docherty, 2001). This has labeled [ʋ] as a pretentious form of speech adopted by the upper class. Thus, it cannot be linked to a particular regional accent but rather to social status. In the present day, however, this is no longer the case, as Foulkes and Docherty (2001) found that the variant is used in Derby among young speakers of both the middle and working classes, unlike the second Newcastle group.

Australian English is considered a non-rhotic language, meaning that the /r/ is not pronounced at the end of a syllable or before a consonant. However, in intervocalic positions, the /r/ is sometimes pronounced as a voiced alveolar stop [d] or as a voiceless alveolar stop with a raised diacritic [d̥] (Cox, 2012). This variation in the pronunciation of /r/ is believed to be influenced by social factors, such as education, age, and region (Harrington et al., 2000). It has also been suggested that this variation may be linked to the influence of Australian Aboriginal languages, some of which have a similar sound in their phonetic inventory (Butcher & Williams, 2012). Despite the variation, the non-rhotic nature of Australian English is a defining feature of the dialect and is often associated with the broader cultural identity of Australians.

In addition to the mentioned instances of English /r/, multifaceted phonological processes, such as r-sandhi, intrusive-r, and linking-r, among others, shape the intricate variability of /r/ in English phonology. Each of these processes, though manifesting differently, shares certain underlying similarities that collectively contribute to the elaborate nature of /r/ within the language system. Milroy (1983) elucidates these phenomena, offering an all-encompassing illustration that unravels their nuanced interrelationships and interconnectedness.

R-sandhi embodies a process involving the modification of /r/ in connected discourse, specifically the insertion of /r/ in syntagmatic structures where a word terminating with a vowel precedes a word initiating with a vowel. This can be exemplified by the pronunciation of the phrase "law and order" as "law-r-and-order" in select English dialects (Barras, 2010; Wells, 1982). Distinct from r-sandhi, yet parallel in concept, intrusive-r represents a phonological occurrence in particular English varieties wherein an /r/ is interpolated between two sequentially placed words, both of which are either vowel-ending or vowel-starting, such as in the pronunciation of "idea of it" as "idea-r-of it" (Barras, 2010; Wells, 1982).

Linking-r, a further complexity within this phonological domain, signifies a scenario where an /r/ is enunciated in contexts where its pronunciation is typically absent, like in the rendering of "saw a film" as "saw-r-a film" (Wells, 1982). The convergence of these processes constructs a multifarious phonological landscape, encapsulating the /r/ in English. Milroy (1983) accentuates the intricate nature of this landscape, illustrating how one phoneme can engender multiple rules and contextual variations. These rules help us understand the complexity of language better, and even though they seem to be very different, they reveal underlying structural patterns and shared characteristics that fit with the spoken language system's natural flexibility and ability to change its morphology.

Continuing from the discussion of English phonology, efforts aimed at characterizing Arabic rhotics have been scattered and show contradictory results. This is mainly due to the dialectic situation of Arabic and the multitude of regional variations. According to Mahyoob (2021) and Saleh et al. (2015), the phoneme /r/ has two allophones in Standard Arabic: trill [r] and flap [ɾ]. Each occurs in certain environments; the trill [r] always occurs in single, geminated, and intervocalic positions, while the flap [ɾ] occurs in an unstressed syllable. Mahyoob (2021) concluded that these realizations can change when emphatic sounds precede the two allophones. Based on contemporary experimental studies in Arabic phonetics, Jameel (2009) concluded that the tap [ɾ] is restricted to certain positions and some speakers. Youssef's

(2019) study investigated the allophonic variation of Arabic /r/ in multiple Arabic dialects. The phoneme displayed dialect-specific behavior that varies from allophonic to phonemic variations.

To capture this variability, dialects were sorted into four different categories. The split-R category, appearing in Maghrebi, Tunisian, Libyan, and Egyptian Cairene Arabic, recognizes plain /r/ and an emphatic /rˤ/ as two distinct phonemes. They appear in minimal pairs in parallel phonological environments. The second category hosts dialects that contain one /r/ phoneme, that is, the emphatic-R. The Arabic dialects of Lebanon, Jordan, Syria, and Palestine have an emphatic /rˤ/ with emphatic [rˤ] and plain de-emphaticized [r] allophones. The third type is the plain-R dialect. In this group, the phoneme is plain /r/ with two emphatic and non-emphatic allophones. The last group is the uvular-R dialects, with both uvular [ʁ] and a trill [r] (Watson, 2002).

In the Egyptian dialect, Harrell (1957) reported a trill /r/, whereas Omar (1973) described Egyptian [r] as a flap and geminated [r] as a trill. Saleh et al. (2015) did a more recent spectral analysis of Egyptian Cairene /r/. They found that every participant used both allophones, though taps were used more often than trills. Dyson and Amayreh (2000) discovered that Jordanian Arabic /r/ manifests as two allophones: the tap and the trill. Different Sudanese dialects were reported to have a trill /r/ in almost all positions.

Najdi and Hijazi Arabic did receive a separate treatment from Alrasheedi (2022), who studied the distribution of rhotic allophones in Najdi (Hail) and Hijazi (Mecca) Arabic. He found that in Najdi Arabic, the voiceless alveolar flap /ɾ/ is realized as a trill [r] following the stop sounds /b,g,k/, and in geminate and intervocalic positions. On the other hand, Hijazi Arabic has only one rhotic allophone, which is the emphatic /rˤ/. However, Hijazi /rˤ/ has two variants: a pharyngealized and an epiglottalized version, which vary based on the preceding and following consonantal context. In both Najdi and Hijazi Arabic, the trill and flap allophones are not attested.

Overall, the characterization of Arabic rhotic is complex and varies considerably across dialects. Further research is needed to better understand the phonological and phonetic properties of Arabic rhotic in different dialects, as well as the factors that may account for the observed variations.

Markedness

To express the idea that not all sounds and sound combinations in language have equal status, Trubetzkoy (1939) first introduced the concept of markedness. The concept of markedness plays a prominent role in phonology as it seeks to understand the ease and difficulty of pronouncing certain sounds or sound combinations. According to this theory, sounds and sound combinations that are common, expected, and frequent are called 'unmarked', while those that are unusual, less common, and hard to articulate are 'marked'. For instance, coronal sounds like /t/ and /d/ are unmarked with regards to the place of articulation because they are more frequent in languages, while velar sounds like /k/ and /g/ are marked because they are less common.

Furthermore, vowel height is an example of markedness in vowel systems. High and low vowels like /i/ and /a/ are unmarked with respect to mid vowels like /e/ and /o/, as they are more common in vowel inventories and are often the result of neutralization and epenthesis in various languages (Rice, 2007). The concept of markedness has been used in various fields, including linguistics, psychology, and anthropology, to explain why some linguistic structures are more common and easier to produce than others. Additionally, it has been applied to areas such as second language acquisition, speech therapy, and natural language processing. Markedness is a fundamental concept in linguistics that helps to explain the patterns observed in sound and sound combination systems across different languages. It has numerous implications in both theoretical and applied linguistics, and its study has greatly contributed to our understanding of the nature of language.

In Arabic, the phoneme /r/ can be considered a marked sound (Watson, 2002). This is because in standard Arabic, the pronunciation of /r/ involves a trill or tap sound, which is relatively difficult to produce for speakers of some languages. In some dialects of Arabic, such as those spoken in Egypt and parts of the Levant, the sound /r/ is realized as a voiced uvular fricative [ʁ], which is also considered marked due to its less common occurrence in the world's languages. The markedness of the Arabic /r/ has been studied in phonological research. For example, Inkelas and Orgun (1995) examined how the markedness of the Arabic trill is reflected in the morphological and phonological patterns of the language. They argue that the markedness of the trill affects the distribution and behavior of adjacent sounds, as well as the behavior of the trill itself in certain environments. Overall, the markedness of the Arabic /r/ is an interesting aspect of the phonology of the language, and its study can help shed light on the broader topic of markedness in phonology.

Methodology

The study's main objective is to investigate the Arabic /r/ phoneme in different linguistic environments and regional differences. The researchers used a descriptive-analytic approach, reviewed relevant literature, and developed a list of 29 Arabic words with the /r/ phoneme. The study population consisted of random samples of Arabic speakers from Bahrain, Qatar, Kuwait, Saudi Arabia, Jordan, Lebanon, Egypt, Sudan, Tunisia, and Morocco, and the instruments included a distinctive features matrix and the Audacity Sound Recording and Analysis App. A team of qualified arbitrators validated the study's instruments, and the data analysis used particular phonological processing and procedures. This analysis involved the examination of particular sounds (or phonemes) used in the language, as well as the rules governing their organization and their distribution patterns. The methodology was carefully designed to ensure both accuracy and reliability in the collection and interpretation of data. In this context, 'accuracy' refers to the closeness of the measurements to the true value, while 'reliability' denotes the consistency of the measurement process (see Ladefoged & Johnson, 2014).

Study Approach

To align with the study's objectives, questions, and the nature of the problem, the researchers embraced a descriptive-analytic approach. They diligently reviewed phonology literature, encompassing basic phonological principles and Arabic-specific studies, to foster a comprehensive comprehension of Arabic phonology. This comprehensive review aimed to

unravel the nuances of the Arabic /r/ phoneme in diverse settings and assess regional disparities. By adopting this approach, the researchers aspired to delve deeper into the production and pronunciation of the /r/ in Arabic, thereby yielding pedagogical implications for language instruction and acquisition.

Population

The study population comprised random samples of Arabic speakers from nine Arab countries, aged eighteen and above, with both male and female participants. Gender and age were not considered variants in this study. While age and gender are typically influential in language acquisition and use, the primary focus of this study was on regional variations of the /r/ across Arabic dialects. Age and gender might have introduced complexities that could detract from this central focus. Therefore, these factors were controlled to maintain a targeted examination of the phonological characteristics of interest, aligning with the study's specific goals. The aim was to collect data from four participants from each region. A total of 67 recordings were obtained, as shown in Table 1. However, the vowel position within Arabic words can significantly impact the results of the study, potentially leading to incorrect or misleading conclusions. Therefore, the researchers meticulously filtered the pronunciations to exclude those that did not conform to the rules of vowel status and Arabic diacritics. Specifically, any recordings that demonstrated discrepancies in vowel sound quality were omitted from the analysis. This precaution was necessary as some recordings exhibited differences in stress placement, insertions, misreading, or exaggerated and artificial pronunciation of words. Such inconsistencies could compromise the vowel position and pronunciation, thereby jeopardizing the integrity of the research findings.

Table 1

Distribution of the Recordings According to Countries

Countries and Regions	Participants	
	Intended	**Received**
Bahrain	4	4
Qatar	4	2
Kuwait	4	1
Saudi Arabia	4	34
Jordan	4	4
Lebanon	4	4
Egypt	4	8
Sudan	4	3
Tunisia	4	3
Morocco	4	4
Total	40	67

Study Instruments

A collection of 29 Arabic words that contain the /r/ phoneme in various contexts, a matrix of distinguishing traits, and the Audacity Sound Recording and Analysis App were the three main study tools the researchers chose. A team of knowledgeable arbitrators carefully selected and approved the list of words by evaluating each item's appropriateness, clarity, and suitability, as well as its applicability to the subject matter. The arbitrators assessed the words to make sure they were relevant to the study of Arabic phonology, especially with respect to the /r/ phoneme. Any words that did not meet this criterion could have introduced unnecessary variables or noise into the study, potentially skewing the results. The chosen words were selected for clarity, unambiguity, and relevance to both the regional dialects and the study's specific phonological focus. This ensured consistent pronunciation among participants and alignment with the study's objectives, contributing to the accuracy and reliability of the results.

The phonetic characteristics of the /r/ phoneme in various contexts were also examined by the researchers using a distinguishing features matrix. The most famous of which is the one developed by the most famous distinctive features matrix is likely associated with the theory of distinctive features developed by Roman Jakobson, Gunnar Fant, and Morris Halle (1951). They were able to discern the distinctive characteristics of the /r/ in various circumstances thanks to this matrix, which also served as a methodical framework for data analysis and interpretation. The Audacity Sound Recording and Analysis App was used by the researchers in addition to these tools to record and analyze the research's primary data. By enabling the researchers to properly measure and examine the acoustic characteristics of the /r/ phoneme, this app contributed to the precision and dependability of the data that was gathered. This way, the researchers were able to provide a thorough and in-depth analysis of the /r/ phoneme in Arabic thanks to the methodical use of these tools, which also served to ensure the validity and trustworthiness of the data acquired. Here is a list of the words provided to the participants, excluding the transcriptions and English words:

Table 2
Study Word List

Initial	Broad Transcription	Medial	Broad Transcription	Final	Broad Transcription
رمال	/rɪˈmæl/	حارس	/ˈhæˌrɪs/	حارْ	/ˈhɑːr/
رحال	/rɪˈħæl/	بارد	/ˈbæˌrɪd/	جارْ	/ˈʒɑːr/
رجال	/rɪˈʒæl/	سارع	/ˈsæˌrəʕ/	سار	/ˈsɑːr/
رَأس	/ˈraʔs/	كَرَم	/ˈkərəm/	طَير	/ˈtˤeɪr/
رَد	/ˈrʌd/	حَرَم	/ˈħərəm/	خَير	/ˈxeɪr/
رَف	/ˈrʌf/	بَرَم	/ˈbərəm/	سَير	/ˈseɪr/
رُكَب	/ˈrʊkəb/	قُرب	/ˈqʊrb/	حُور	/ˈħuːr/
رُبع	/ˈrʊbʔʕ/	شُرب	/ˈʃʊrb/	نُور	/ˈnuːr/
رُكن	/ˈrʊkn/	ذُرَة	/ˈðʊrəh/	سُور	/ˈsuːr/
		ذَرَّة	/ˈðərˌrəh/	فَرَّةَ	/ˈfərˌrə/

Validity of the instruments

To ensure the validity of the study instruments, the researchers engaged a group of specialized arbitrators to review the items contained in the list. The arbitrators assessed the clarity and suitability of the linguistic and phonological formulation of the items and their relevance to the field. Based on their observations, some items were deleted, and some items were re-drafted. The researchers obtained the consent of 90% of the arbitrators, confirming the validity of the study instruments. The words were picked based on their clarity, absence of ambiguity, and pertinence to the regional dialects and the phonological aspects under investigation. By meeting these criteria, the selected words facilitated uniform pronunciation across participants and aligned with the research objectives, enhancing the precision and trustworthiness of the findings. The final list consisted of 29 items distributed in three main categories: the first contained /r/ in the initial position, the second in the medial position, and the last in the final position. Each category included items with front and back vowels to take into account the variation of the Arabic /r/ phoneme in different environments.

Procedures

The process started with conducting an extensive review of relevant literature on phonology, focusing on Arabic phonology and previous studies on Arabic sounds, with a focus on the Arabic trill and its variation. This literature review provided the foundation for understanding the research topic and identifying the key factors related to the Arabic /r/ phoneme in different linguistic environments and regional variations.

Next, based on the literature review, the researchers developed a list of 29 Arabic words that contained /r/ in various contexts. These contexts included word-initial, medial, and word-final positions with front and back vowels. The word list aimed to capture the different environments in which /r/ occurs and facilitate the investigation of its characteristics. The researcher consulted a group of specialized arbitrators to evaluate the appropriateness, clarity, and relevance of each item in the word list. The arbitrators provided feedback, and based on their observations, some items underwent either deletion or re-drafting. The final word list consisted of 29 items distributed into three categories. Each category included items with front and back vowels, accounting for the variation of the Arabic trill.

For the purpose of the study, the participants were instructed to pronounce and record a list of 29 validated Arabic words using their WhatsApp application and then send the recordings to the researchers. The researchers carefully checked each recording to ensure adherence to proper vowel sound quality and Arabic diacritics. Following this verification, the recordings were imported into the Audacity Sound Recording and Analysis App, where they were subsequently analyzed.

The researchers conducted a systematic instrumental analysis of the recorded data. The first step involved extracting individual words from the recordings and assembling them into one recording for all speakers from all regions. This compilation facilitated the assessment of commonalities, unmarked pronunciations, and variations across regions. Then, the researchers inspected visually and audibly the waveform and recording of each individual word. The waveform analysis focused on the quality and quantity of trill cycles, while the auditory inspection focused on tongue position and place of articulation. This inspection process aimed

to identify commonalities, marked and unmarked pronunciations, and variations in the /r/ phoneme across different linguistic environments.

All instances of the same word were combined into one recording, allowing for a cross-check of the distribution of commonalities and irregularities in a single-word environment across regions. This cross-checking process enabled the researchers to identify and describe the behavior of the Arabic /r/ in different environments, taking regional differences into account. The next step was the interpretation and discussion of the findings in the context of the research objectives, literature review, and relevant theoretical frameworks. The researchers examined the characteristics of the Arabic /r/ in different contexts and discussed the regional variations observed. The implications of the findings for language teaching and learning were also considered.

Finally, the researchers concluded the study by summarizing the main findings and their significance. They emphasized the contributions of the research to the understanding of the Arabic /r/ and its variations in different environments and regions. The study's methodology, including the systematic instrumental analysis, balanced sample, and detailed description of materials and methods, was reported to ensure transparency and replicability.

Results and Analysis

For Arabic speakers, the unmarked Arabic trill is typically produced with the tongue flat, relaxed, and slightly touching the alveolar ridge, with no pressure and forcing air from above the tongue. While this is generally the case in Modern Standard Arabic, different regions and accents exhibit variations in the pronunciation of the Arabic /r/.

Word-Final Position

The researchers carefully examined the 29 recordings from every target country and discovered a number of intriguing patterns and tendencies. They were able to pinpoint particular qualities and elements of the /r/ phoneme in various contexts by carefully listening and analyzing. As seen in Figure 1, in word-final position, such as in /ħɑːr/ (hot), /ʒɑːr/ (neighbor), and /sɑːr/ (walked), where the /r/ is preceded by /ɑː/, the trilling amounts and turbulence degrees differ among regions. Most participants start with a trill and end with some friction or turbulence, but the spectral analysis shows varying amounts of trill and turbulence, ranging from a geminate trill to the smallest trill with the most turbulence. The differences in the trilling amount and turbulence degree suggest that there are variations in the way the Arabic trill /r/ is produced in different regions and accents. For example, some speakers may produce a more pronounced trill, while others may produce a simpler trill. The spectral analysis also shows that there are variations in the amount of turbulence produced at the release stage, which can affect the quality of the sound. It is worth mentioning that spectral analysis B is the dominant type. The data provides insights into the behavior of the Arabic /r/ sound in different linguistic environments and regional differences.

Figure 1

Word-Final Position A, B, C, D
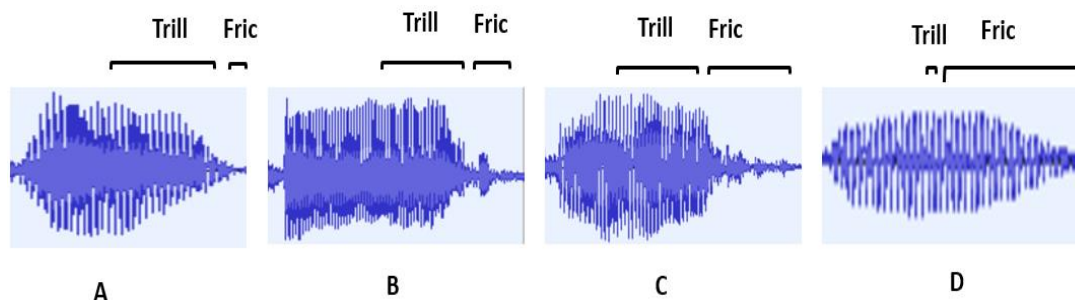
The spectral representations of the words /ʒɑːr/ (neighbor) and /sɑːr/ (walked) are similar to those of the word /ħɑːr/ (hot), showing a range of trill amounts from the biggest to the smallest, and a range of friction degrees from the least to the most.

Similar turbulence variations have been observed in the final position of /r/ when it is preceded by the diphthong /eɪ/ (Figure 2). In words such as /xeɪr/ (goodness), /tˤeɪr/ (bird), and /seɪr/ (walking), the final /r/ typically appears as a trill, with analysis showing that it is often followed by turbulence in most dialects. However, there is some variation in the duration of turbulence relative to the trills. Two main variations have been observed in relation to the initial closure. In E and F, the final /r/ is preceded by a brief period of silence, followed by a trill, and ends with some friction at the release stage. However, the silence period is relatively longer in E compared to F. In the second variation, there is no initial closure, and the trilling cycles take place immediately after the vowel, as shown in G.

Figure 2

Word-Final Position E, F, G
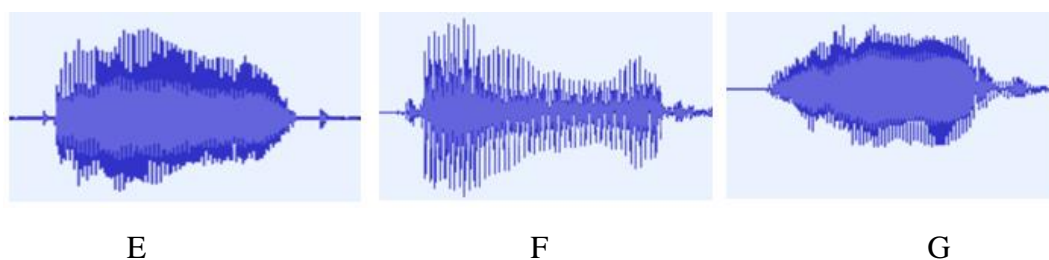
In a similar manner, the pronunciation of /r/ in the word-final position preceded by the back, close-rounded vowel /uː/ also exhibits variation. The words /ħuːr/ (an Arabic girl's name) and /nuːr/ (light) may be pronounced with either closure followed by turbulence or immediate trilling cycles after the vowel.

Medial Position

In the medial position (Figure 3), such as in the word /bærɪd/ (cold), the pronunciation of the Arabic /r/ varies across different regions. In Bahrain, the medial /r/ is typically

pronounced as a voiced retroflex flap [ɽ], while in Egypt, it sounds more like a voiced retroflex approximant [ɻ]. In most other Arab regions, the medial /r/ is perceived as a medium trill.

Figure 3

Word-Medial Position

H	I	J
Voiced retroflex flap/ɽ/	Medial Trill	Voiced retroflex approximant /ɻ/
Bahrain	General	Egypt
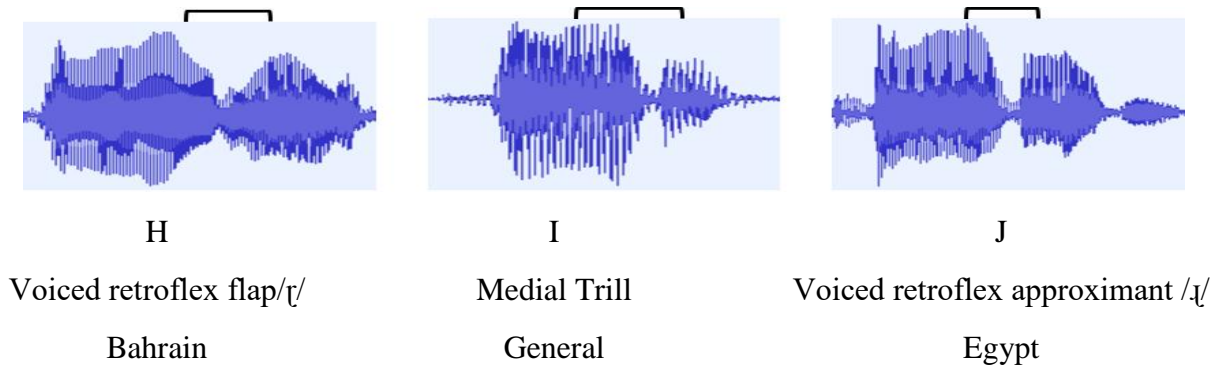
Gemination

Gemination is the process of doubling a consonant sound, resulting in a longer duration of the sound. In Modern Standard Arabic, the geminated trill is typically followed by a vowel. The /r/ in the words /fərˌrə/ (fled) and /ðərˌrəh/ (atom) is intervocalic, creating an environment conducive to gemination. The representations below (Figure 4) show different degrees of geminated trill. Representation M depicts a non-standard pronunciation (colloquial or very informal) of the words where the geminated trill is reduced to a minimum, followed by some turbulence. In most Arab regions, representation N appears to be the dominant pronunciation, with around three contacts of the trill. However, in Sudanese accents, representation O, the trill appears to vibrate for around five contacts. In most Egyptian accents, representation P, there is some sort of gemination of the retroflex approximant [ɻ], but no audible trill is observed. In all cases, the geminated trill is followed by a vowel and some turbulence. The differences in the degree of gemination can vary between regions and accents.

Figure 4

Germination

M	N	O	P
General Informal	General	Sudan	Egypt
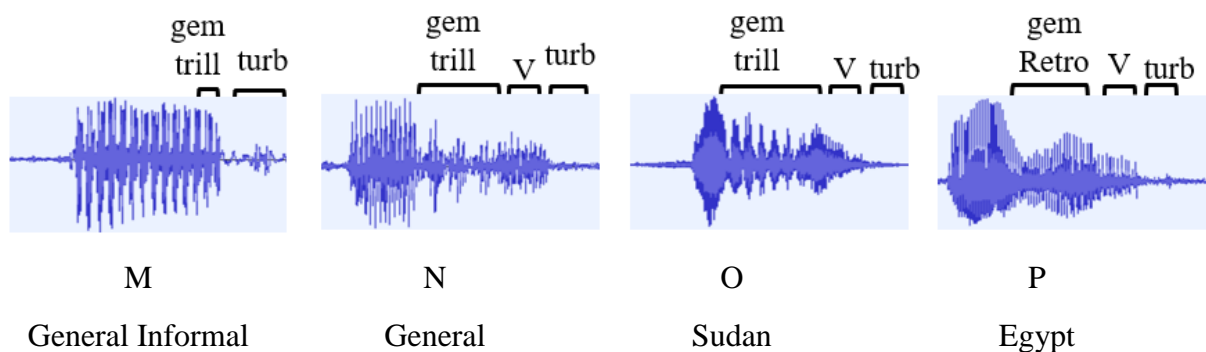
We can summarize the differences between these productions as follows:

1. Degree of Gemination: This aspect highlights the range of gemination that can be heard in the trill sound, from minimal or subdued gemination that is common in colloquial or very informal speech patterns (like in representation M) to more pronounced or extended gemination that can be heard in different accents and regional dialects.

2. Number of Contacts within the Trill: The intricacy of the trill's articulation is manifested in the fluctuating number of contacts. Most Arab regions have about three contacts (shown in N), while Sudanese accents have about five contacts (shown in O).

3. The Audible Nature of the Trill: Some Egyptian accents (as in representation P) exhibit a nuanced phenomenon where gemination seems to involve the retroflex approximant [ɻ], deviating from the conventional audible trill. This deviation introduces a layer of complexity in understanding the phonetic realization of the sound.

4. Regional Variations and Specificities: Across the Arabic-speaking world, the gemination of the trill unveils distinct regional idiosyncrasies and variations. These localized characteristics not only enrich the tapestry of Arabic phonology but also pose challenges in categorizing and standardizing the pronunciation of the trill sound.

5. Sequential Articulatory Features: The following articulation of a vowel and turbulence after the geminated trill are traits that can be seen in all of these variations. This consistency sheds light on the underlying patterns and structures that govern the sound's production, regardless of other variables.

Word Initial Position

In Arabic, the initial /r/ must be followed by a vowel and cannot be followed by a consonant. Spectral representations reveal that in most countries under investigation, the initial /r/ is not trilled but rather produced as a quick alveolar tap, as seen in representation Q (Figure 5). In some regional accents, it is realized as a retroflex tap, as shown in representation R. The examples provided, such as /rɪˈmæl/ (sand), /rɪˈʒæl/ (men), and /rɪˈħæl/ (luggage), all contain an initial /r/ followed by a short front vowel. Most speakers consistently produce a quick alveolar tap in this position, while in some cases, the initial /r/ may sound like a retroflex flap.

Figure 5

Word-Initial Position Q and R

Q	R
General	Egypt

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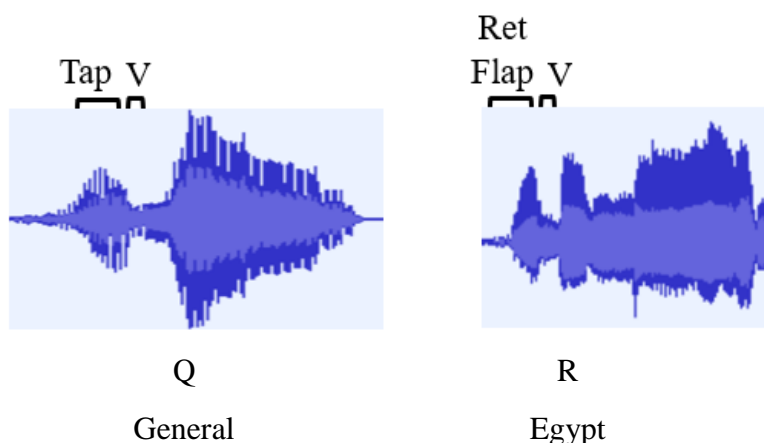
Similarly, the list also included words with the /r/ followed by a back vowel, such as /rʊbʔˤ/ (quarter) and /rʊkn/ (corner). The analysis of the representation below reveals that in most Arab regions, an initial /r/ is not trilled. Rather, it is a quick alveolar tap, as seen in representation S below (Figure 6). However, in some regional accents, the initial /r/ is realized as a retroflex tap, as shown in representation T.

Figure 6

Word-Initial Position S, T

S   T

General   Egypt
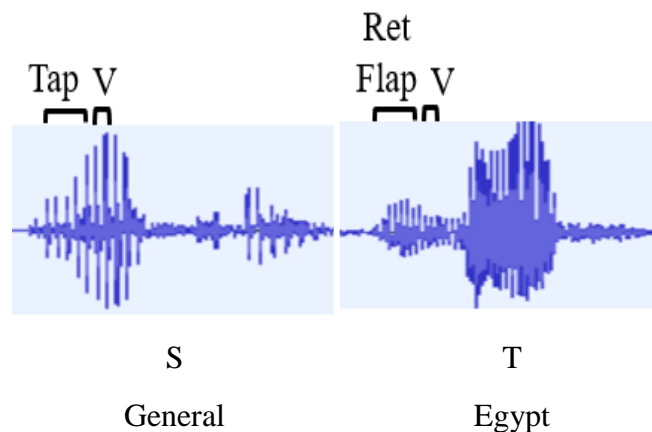
Discussion

The goal of this study was to find out how Arabic /r/ sounds at the beginning, middle, and end of words and what its phonological status is in terms of how marked it is. The results showed that an initial /r/ is typically realized as a rapid alveolar tap [ɾ/] that sometimes manifests as a retroflex tap [ɽ], regardless of the following vowel. This finding is consistent with previous studies by Saleh et al. (2015) and Alrasheedi (2022).

In the medial position, /r/ is mostly realized as a trill, with the exception of Bahrain and Egypt, where it is produced as a retroflex flap and retroflex approximant, respectively. The latter variant of /r/ as a retroflex approximant also holds true for geminated /r/. This realization was not reported in previous studies on Egyptian Arabic, which reported /r/ as a tap, trill, and flap. In cases of gemination, /r/ surfaced as an alveolar trill in all Arab regions except for Egypt (Mahyoob, 2021). In the word-final position, the phoneme /r/ is generally realized as a trill, with the exception of some Saudi Arabic, where it is trilled only when preceded by [-coronal, +voiced]. Consonants appear to have a greater role in the variation of the /r/ realization than vowels.

Regarding the phonological status of /r/, this study found that the Arabic /r/ at the beginning of a word is pronounced as an unmarked alveolar tap, while the retroflex flap is a marked sound that is only made by a small number of people, mostly Egyptians. This finding is consistent with previous studies that reported trill as less frequent compared to taps /r/ (See Anselme et al., 2023; Ignatova et al., 2018 and Wiese, 2001). The present study also distinguished itself by categorizing /r/ according to the different environments that influence its pronunciation while taking into account the vowel type and markedness.

The present study contributes to the understanding of the realizations and phonological status of Arabic /r/ in different positions and environments. The findings showed that the

Arabic /r/ is commonly realized as an alveolar tap in the word-initial position, and as a trill in the word-final position, with variation in the medial position depending on the region. The markedness of /r/ was also found to be dependent on the specific realization of the sound in different environments.

Conclusion

In conclusion, this study sheds light on the diverse realizations and phonological status of the Arabic /r/ in various positions and environments. The results showed that the most common realization of initial /r/ is an alveolar tap, while medial /r/ is mostly realized as a trill, with variations in some regions. Word-final /r/ is generally pronounced as a trill, except in some Saudi Arabic. Additionally, this study found that the unmarked feature of /r/ in Arabic is its realization as an alveolar tap, while the retroflex flap is a marked feature that appears in only a few pronunciations. The study's contribution to our understanding of Arabic phonology is important, as it provides insights into the complexity of this sound and its diverse realizations in different regions. These findings have implications for language teaching and learning, as well as for further research in Arabic phonology.

Implications

The outcomes of this investigation substantially augment the field of Arabic phonology research, specifically targeting the multifaceted manifestations of the /r/ phoneme. By elucidating the nuanced variations in the pronunciation of /r/ across disparate locational contexts and regional dialectical variations, this scholarly endeavor enriches the collective comprehension of the phonological intricacies inherent to the Arabic-speaking diaspora. Through the employment of a distinctive features matrix, in conjunction with a rigorous analysis conducted via the Audacity Sound Recording and Analysis App, the study promulgates an innovative methodological framework. This can be instrumental in shaping subsequent inquiries within the domain of Arabic phonology. Such an avant-garde methodology not only fills an identifiable lacuna in extant literature but also furnishes pivotal insights. These insights may catalyze continued scholarly exploration into the multifarious and labyrinthine phonological terrain that characterizes the Arabic linguistic landscape.

Suggestions

Based on the empirical findings emanating from the current research endeavor, an array of nuanced recommendations for subsequent scholarly inquiries can be posited:

1. Augmented explorations are requisite to elucidate the multifaceted determinants influencing the nuanced variation of /r/ articulations in the medial phonological context within disparate Arab locales, encompassing Bahrain and Egypt. Such inquiries should concurrently scrutinize the dissemination of retroflex approximant manifestations of /r/ within divergent Arabic linguistic variants.
2. Prospective studies ought to concentrate on the acoustic characteristics inherent in the manifold /r/ articulations and the subsequent perception thereof by native Arabic interlocutors. This examination will furnish a deeper comprehension regarding the

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auditory discernment and cognitive processing of these variances by the listeners, in addition to their impact on the comprehensibility of Arabic speech.

3. Research endeavors probing into the phonetic and phonological attributes of additional Arabic phonemic constructs, including but not limited to the emphatic consonants and the pharyngealized consonants, might facilitate an enriched understanding of the phonological framework of Arabic, as well as the inherent variations that traverse its multifarious dialects.

4. A probing inquiry into the confluence of sociolinguistic and demographic elements, encompassing age, gender, educational attainment, and linguistic intersections, may unveil novel insights pertaining to the shaping of the /r/ articulatory variations within diverse Arab regions.

In conclusion, the present study accentuates the imperative of meticulous consideration of the idiosyncratic milieu and contextual nuances in which phonetic phenomena are generated and perceptually interpreted. This is pivotal in order to ascertain their phonological positioning and markedness within the linguistic spectrum. Henceforth, ensuing research endeavors ought to persistently traverse the intricate nexus binding the phonological, phonetic, and sociolinguistic constituents that delineate the phonetic divergence of Arabic auditory symbols.

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A Qualitative Study on How Saudi English Language Teachers' Pedagogical Competences Impact Their Students' Academic Achievement

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الملخص

يُشير مصطلح "الكفاءة التربوية" إلى قدرة المعلم على إدارة التدريس وجوانب التعلم في التعليم بفعالية. وتشمل هذه الجوانب الإلمام بالمادة العلمية، وطرق وأساليب التدريس، وتوظيف التقنية في التدريس، وتخطيط الدروس، والإدارة الصفية، وتقييم الطلاب. ويؤثر المعلم المؤهل بشكل كبير على تحصيل الطلاب الأكاديمي من خلال خلق بيئة تعلم مواتية. بينما تتضمن "الكفاءة المهنية" الأساليب التعليمية الفعّالة وخطط الدروس المنظّمة جيدًا وطريقة الشرح، وهي بلا شك تؤثر تأثيراً مباشراً على تقدم الطالب الأكاديمي كذلك، وهناك علاقة واضحة بين كفاءة المعلم وتحصيل الطالب الأكاديمي. تتّبع الدراسة الحالية منهج البحث النوعي لاستقصاء وجهات نظر مُعلمات اللغة الإنجليزية تجاه أهمية الكفاءة المهنية للمعلمات ودورها في التأثير في مستوى تحصيل الطالبات. وتتبع هذه الدراسة منهجية دراسة الحالة، حيث شملت معلمات اللغة الإنجليزية في ست مدارس حكومية للبنات في محافظة شقراء في منطقة الرياض في المملكة العربية السعودية خلال العام الدراسي 2023. وخلصت الدراسة إلى أن معلمات اللغة الإنجليزية لديهن المهارات اللازمة للتأثير إيجابياً على التحصيل الدراسي لطالباتهن وتقدمهن الأكاديمي. فهن قادرات على تحديد احتياجات الطالبات التعليمية بفعالية، ويخلقن بيئة تعلم مثلى، ويحفزن المشاركة في مختلف الجوانب. وعلى الرغم من العقبات التي تواجهها المعلمات، سواءً بسبب السياسات والقرارات التعليمية، أو أولياء الأمور، أو المجتمع، تستمر جهودهنّ لتحسين إنجازات الطلاب الأكاديمية.

Abstract

Pedagogical competence refers to a teacher's ability to effectively manage teaching and learning aspects of education. This includes subject knowledge, instructional methods, technology integration, lesson planning, classroom management, student evaluation, and facilitating learner growth. A competent teacher significantly influences students' academic advancement by creating a conducive learning environment. Professional competency involves effective teaching methods, well-structured lesson plans, and delivering instruction. A teacher's professional competency directly affects a student's academic progress, and there is a clear relationship between a teacher's competence and a student's achievement. This study utilized a qualitative case study research method to investigate the perspectives and concepts within a natural setting (Hesse-Biber & Leavy, 2010). The study involved English Language Teachers in six public schools in Shaqra City, Saudi Arabia during the academic year 2023. The findings suggest that English language teachers have the necessary skills to influence student outcomes. They effectively identify students' educational needs, create an optimal learning environment, and motivate engagement in various dimensions. Despite obstacles from education policies, parents, society, and limited resources, teachers continue to make efforts to improve student academic achievements.

Keywords: *EFLT; pedagogical competence; qualitative case study approach; student achievement*

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Introduction

The term "pedagogical competence" encompasses a teacher's ability to effectively manage both the teaching and learning aspects of education. This includes possessing knowledge of the subject matter, employing appropriate instructional methods, integrating technology into teaching, planning and organizing lessons, managing classroom dynamics, evaluating student progress, and facilitating learner growth. A competent teacher significantly influences students' academic advancement. Competence refers to an educators' existing proficiency, which enhances their personal qualities and guides learners throughout the educational process, thereby contributing to the establishment of a conducive learning environment. A teacher's professional competency involves their ability to comprehend and implement effective teaching methods, develop well-structured lesson plans aligned with the curriculum, and effectively deliver instruction in the classroom. Furthermore, a teacher's personality should be desirable and serve as a role model for students in order to provide effective guidance and counseling. Additionally, teachers must establish and utilize strategies for assessing student learning. Social competency pertains to a teacher's understanding of the relationship between educators and the environment or public interest.

Furthermore, social competency in the context of teaching refers to a teacher's proficiency in effectively communicating and engaging with students, as well as their adherence to values, etiquette, and astuteness (Smith et al., 2019). Competence, on a broader scale, encompasses all the personal effectiveness characteristics necessary for a profession (Johnson & Smith, 2020). These characteristics include personal acumen, perception, receptivity, openness, inventiveness, attitude, and social skills – all of which play a significant role in determining a teacher's strengths (Brown & Jones, 2018). Additionally, an effective teacher demonstrates interpersonal maturity along with knowledge, comprehension, action, and skill (Johnson & Smith, 2020).

Similarly, to the aforementioned definitions of competence in general contexts (Smith et al., 2019), competence within the education system can be defined as the capacity or ability to successfully carry out specific activities. In this regard, individuals recognized as competent in a particular sector are responsible for continuously maintaining their work skills in alignment with fieldwork requirements (Jones & Brown, 2021). Within the education system specifically, professional competence is an intricate amalgamation of diverse abilities, values, and attitudes that contribute to effective teaching and learning activities on a specific topic (Liu & Qi., 2021).

According to Murray et al. (2021), competency standards in the workplace focus on the practical application of professional knowledge and skills, which are supported by teachers' professional values. Uktamova and Ubaydullaeva (2021) argue that a teacher's professional competency directly impacts a student's academic progress. In the field of education, there is a clear relationship between a teacher's competence and a student's achievement. Additionally, Howe et al. (2019) suggest that a competent teacher engages students in meaningful discussions and facilitates authentic learning through dialogue. This involves collaborative critical thinking, where both students and teachers actively participate in constructing and sharing information based on their experiences (Duong et al., 2019).

Singh et al. (2022) provided a definition of teachers' competencies across nine different dimensions, including field competencies, socio-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies, and environmental competencies. The skills and abilities of teachers impact their classroom practices, professional development, and personal conduct. To enhance the teaching faculty, it is essential to engage in various debates, discussions, and dialogues. (Singh et al., 2022).

Literature Review

Pedagogical competence refers to the ability of an individual to effectively utilize a combination of tangible and intangible resources (Abidin, 2021). To enhance pedagogical efficiency and effectiveness, a range of materials, both physical and non-physical, are necessary. These resources include books, articles, cases, as well as technology like software and hardware. The success of a teaching career depends on possessing a minimum set of professional skills known as pedagogical competence (Abidin, 2021). Understanding pedagogical competency and achieving positive outcomes for students can be best accomplished by addressing integrated aspects of educational challenges and real-world tasks. Wijaya et al. (2021) have categorized personality traits relevant to the teaching profession into four groups. These traits include: (a) the importance of acquiring pedagogical talents, knowledge, and skills before employing various teaching methods; (c) the possession of specific knowledge about pedagogy and teaching methods that can enhance productivity; and (d) teachers' attitudes and beliefs about teaching, learning, and their job which influence their choices, evaluations, comprehension, and behaviors.

Pedagogical Competence

According to Kurnia-Irmawati et al. (2017), Pedagogical Competence refers to a teacher's ability to manage learning, including developing a learning system, interacting with students, managing the learning process, and conducting assessments. Merkt (2017) focused on four elements of pedagogical competence: personal development, institutional-based development programs, rules and laws for the teaching profession, and competency-based national standards. Daminov et al. (2020) state that effective classroom control, efficiency improvement, discipline and morale maintenance, teamwork promotion, planning, communication, result focus, progress analysis, and regular adjustments are all skills that teachers should possess. Teachers should also ensure active and equal engagement of students in productive work by organizing time, space, and activities.

Additionally, it is important to use effective teaching strategies that incorporate various opinions, philosophies, and investigation methods in the teaching of subject areas and concepts. Multiple teaching and learning techniques should be employed to actively involve students in the learning process. According to Murphy and Broadfoot (2017), a skilled educator enhances students' critical thinking and problem-solving abilities while effectively utilizing instructional materials. It is crucial to employ comprehensive assessment methods, including formal exams, responses, evaluation of classroom assignments, projects, student performances, and achievement tests, in order to gauge students' learning outcomes. Additionally, learners should engage in self-evaluation activities as part of the assessment strategies to identify their strengths

and weaknesses and to motivate them towards setting personal learning goals. Furthermore, the appropriate technology skills and resources should be chosen to facilitate student learning (Murphy & Broadfoot, 2017).

Professional Development

According to Yakhshieva and Sidiqova (2020), there is an increasing popularity in professional development for teachers as a means of helping students develop advanced abilities for the future. In order to foster competencies such as critical thinking, problem-solving, effective communication, teamwork, and self-direction in students, it is essential for teachers to enhance and develop their own professional skills. The researchers Darling-Hammond et al. (2017) and Khimmataliev et al. (2020) have identified several qualities of effective professional growth that support the educational environment. These include focusing on a specific topic, utilizing active learning strategies, promoting collaboration, applying effective practice models, providing coaching and expert support, offering feedback and reflection opportunities, and ensuring a long-term duration of professional development that aligns with these criteria.

Academic Achievement

A wide range of communication skills and abilities that contribute to success in both school and the broader world are encompassed by academic achievement (Amadi & Paul, 2017; Wiyono & Gipayana, 2017). The development of second language (L2) skills is facilitated by the ability to teach and learn effectively, as assessed through standard achievement tests (Botes et al., 2020; Al-Murtadha, 2021). Academic success is often measured using content areas such as English, math, science, and social studies (Stoffelsma & Spooren, 2019). Cimermanová (2018) suggests that academic achievement can also serve as a gauge for learning and various teaching methods. Common metrics for quantifying achievement include grade point average (GPA), high school dropout rates, and attitudes toward school (Wibrowski et al., 2017).

Personal Skills

According to Sáenz-Guerra (2020), the grades of students are greatly influenced by the personal skills of their teacher. Traits such as patience, excitement, creativity, concern, and beliefs contribute to a teacher's effectiveness. Additionally, Hipolito (2021) states that teachers' attitudes impact their dedication to the task, teaching methods, treatment of students, and perception of professional development. Effective teachers are those who have high expectations for their students and prioritize making learning accessible for all (Lee & Tan, 2018). Furthermore, Elstad et al. (2021) suggest that teachers' performance is enhanced by their commitment to the task and interest in their students' personal lives. It is crucial to discuss self-awareness and introspection as they require teachers to carefully reflect on their own behaviors and thoughts.

Social Skills

The importance of teachers' social competence lies in their ability to integrate into communities and establish positive relationships with others (Tuerk et al., 2021). Without this competence, the group dynamics may become inflexible, resulting in a final product that is less

accepted by the community. Social competence encompasses a teacher's experiences and connections within their family, community, and school, as well as their dedication and interpersonal skills (Junge et al., 2020). These experiences and relationships significantly impact how teachers carry out their professional responsibilities. Effective communication with students, colleagues, education staff, parents/guardians, and the wider community is crucial for teachers (Aulia, 2021). Additionally, teachers' social skills involve active participation in local community events. In essence, social competency refers to how teachers interact with students and individuals within the community both inside and outside the classroom (Kamal et al., 2021).

As an extension of existing research, the present study on Saudi English language teachers takes the general concepts and principles discussed in the document and applies them to a specific context, which is Saudi Arabia. This extends the knowledge base on pedagogical competences and their impact on academic achievement to a new setting. It also attempts to validate and confirm the theoretical framework presented above. By examining how pedagogical competences affect academic achievement in Saudi Arabia, this study aims to assess whether the principles outlined in the document hold true in this specific cultural and educational context. Finally, it will, hopefully, contribute to the broader understanding of how pedagogical competences influence student academic achievement, taking into account the unique factors of the Saudi educational system and culture.

Methodology

This study utilized a qualitative case study research method, which involves conducting a detailed investigation of an individual, group, community, program, or social issue (Hesse-Biber & Leavy, 2010). Qualitative research is based on the constructivism philosophy and aims to explore various perspectives, ideas, and concepts within a natural setting. Unlike quantitative research, qualitative research prioritizes meaning over generalization (Sugiyono, 2015). The study involved the English Language Teachers of six public intermediate and secondary schools in Shaqra City in Riyadh Province, Saudi Arabia during the academic year 2023. Focusing on intermediate and secondary schools is important due to the critical role they play in students' educational journey, the need to build a strong foundation for language skills, and the opportunity for early intervention to ensure academic success in subsequent educational levels.

The researcher was then participating, as part of Shaqra University Professors' Community Service Program, in which she volunteered in training English Language teachers in public schools. The training program included more than 30 teachers, over the period of one academic year. The training course included workshops and seminars for a EFL teachers' professional development program. The researcher distributed a survey for all participants to which all the trainees responded. After that, they were invited to volunteer in the present study by participating in a ZOOM-supported interview. Eighteen English teachers participated in the interviews, which were conducted in English. The participants were grouped into three six-member groups. The population of the study included female teachers of English Language, with experience years varying between five and 17 years of work in public schools. Data collection involved interviews and document analysis. The data analysis technique employed was inductive qualitative analysis. During this process, field notes were deconstructed and

reconstructed to identify patterns. These patterns were then analyzed and presented in a clear manner for both the researcher and readers to understand. According to Milles and Huberman (1992), data reduction, data results, and conclusion are some strategies used for data analysis in this context.

Results and Discussion

Educational studies focusing on pedagogical competence, professional development, and student outcomes may encounter several limitations. Limitations in this study include the small sample size, which could restrict the generalizability of findings to a broader population of English-language teachers. There is also the risk of self-reporting bias, as the study relied heavily on teachers' self-reported data, potentially leading to skewed responses. Further, the lack of diverse perspectives among participants may also limit the representativeness of the findings. Additionally, the study focused on a specific geographic region or type of educational institution, its applicability to other contexts is, therefore, constrained. The study's time frame could affect its ability to reflect changes in educational practices or policies over time, and potential researcher biases were not explicitly addressed. Finally, a lack of longitudinal data collection might hinder the study's ability to capture the long-term impact of teacher practices on student achievement. Acknowledging these limitations is crucial when interpreting the study's results and considering their broader implications.

For the purpose of this investigation, a total of 18 individuals were selected using a 'purposive criteria sampling technique' (Patton, 2002, p. 238). To gather more comprehensive and authentic data, semi-structured interviews were employed. Specifically, the researcher conducted interviews with 18 English teachers hailing from six public schools, three intermediate and three secondary schools located in Shaqra City, Riyadh Province, Saudi Arabia. The study focused on three primary themes: (a) teachers' perceptions, (b) teachers' practices, and (c) students 'academic achievement. Furthermore, the thoughts and actions of the teachers were further categorized into various sub-themes that were substantiated by the viewpoints expressed by the interview participants. The results as per each theme of the above will be detailed in the sections below.

Teachers' Perceptions

The perception of English Teachers regarding instructional planning, management, knowledge, and experience was found to be significant, with 72.75% of teachers considering it important. According to participant 1, instructional planning involves a series of steps that teachers should follow in order to guide students towards achieving specific learning outcomes. Additionally, participant (9) emphasized that effective teaching and planning are crucial competencies for teachers to ensure a systematic, effective, and learner-centered approach. This highlights the importance of careful planning in enabling teachers to outline desired learning outcomes and develop appropriate teaching techniques that align with the curriculum.

Furthermore, the perception of teachers regarding subject knowledge, effective teaching methods, techniques, and creativity was strongly supported by 91.35% of participants. participant (16), for instance further emphasized that subject knowledge plays a vital role in imparting and enhancing students' learning abilities. It encompasses a deep understanding of the content being taught and its application within the teaching and learning process.

Overall, these findings underscore the significance of instructional planning and subject knowledge in facilitating effective teaching practices that promote student learning outcomes. Table 1 below summarizes teachers' competences explored through their perceptions, as concluded from the interviews.

Table 1

Teachers' Competences as Depicted in their Perceptions

	Competence	Domain of Perception
1	**Knowledge**, instructional planning (goals and objectives), implementation, classroom management, strategies, and teaching experience can be considered as essential components of effective teaching.	Planning, Management, Instruction, and Utilization of their Expertise and Experience.
2	**Content knowledge** (including language components), methods, confidence, creativity, and active engagement are important factors in successful teaching.	Subject Mastery, Effective Pedagogical Approaches and Strategies, Innovativeness, and Self-assurance.
3	**Creating a learning environment that is comical**, skill-based, engaging, and learner-centered is crucial for promoting effective learning.	Supportive Atmosphere, Skill-based Instruction, Student Engagement, and Outcome-driven Student Success.
4	**Motivation** (through appreciation, reward, inspiration, guidance), leadership qualities, commitment, politeness, loyalty, and time consciousness are key attributes for successful educators.	Motivation, Classroom Leadership, Professional Devotion and Commitment, and Time Allocation.
5	**Being a critical thinker**, mentor, intellectual individual who is efficient in interpersonal skills and problem-solving abilities is highly valued in the teaching profession.	Critical Thinking Abilities, Counseling and Mentoring Proficiencies, and Communication Skills.
6	**The ability to observe students' behavior and assess their progress** through evaluation and innovation while integrating technology is an important aspect of effective teaching.	Assessment Techniques, Evaluation Methods, and the Development of 21st Century Learning Skills.

The study also examined English teachers' perceptions of conducive learning environments, skill-based teaching, student engagement, and achievement. It was highly valued by 70.22% of the participants. Participant (13) concluded that teachers should "establish an optimal learning environment where students are motivated to learn and feel comfortable addressing their knowledge gaps". This ideal learning environment fosters a positive classroom atmosphere where students actively pursue their specific learning objectives. The teacher's demeanor should be positive, organized, well-prepared, confident, outgoing, and dedicated to teaching and learning.

Furthermore, 93.75% of the participants discussed teachers' perceptions of motivation, which plays a crucial role in driving personal initiative for success. Additionally, many teachers emphasized the importance of class leadership, professional commitment, dedication, and effective time management. Participant (1) stated that a teacher should possess motivational speaking skills to instill knowledge and confidence in their students. Motivation is a psychological process that guides individuals towards target-oriented behaviors and prompts them to take action. It encompasses social, emotional, and cognitive development processes that enhance learners' behavior. Further, 43.5% of interviewed English teachers also discussed the perceived competence in critical thinking and its impact on the teaching process. Additionally, 65% of teachers utilize counseling, mentoring, and communication skills. One participant mentioned that she "…provide[s] students with discussion topics and closely observe[s] their critical analysis and debate surrounding these topics." Critical thinking is the ability to objectively analyze and evaluate information, arguments, and ideas in a logical and systematic manner. It involves questioning assumptions, considering multiple perspectives, and applying reasoning skills to make informed decisions or judgments.

This information is acquired through observation, monitoring, reflection, or personal experience. For 87.5% of English teachers, it was crucial to make judgments regarding their students' performance. "In my teaching approach, I encourage students to ask questions and occasionally administer class tests". participant (10) reported. "Once a topic is completed, I assess and evaluate the students' understanding through their feedback on the learning process", as participant (13) added. According to teachers, assessment can be conducted through examinations during or at the end of a session, as well as during classroom activities. Another teacher stated that she engages students in discussions and speaking activities while monitoring their performance. It was concluded that teachers prompt students to utilize their cognitive abilities in order to excel academically.

Teachers' Practices

Teachers' knowledge refers to their understanding of the subject matter, their proficiency in executing their work, and their ability to effectively convey information. This was highlighted by 92.5% of English teachers who discussed the importance of manners in teaching. According to participant (1), knowledge encompasses comprehension of the subject, development of a teaching plan, and devising effective methods for instruction and learning. It is crucial for teachers to continuously enhance their understanding of the subject, possess expertise in their field, and be capable of effectively imparting knowledge. However, in order to facilitate effective teaching, it is also essential for teachers to possess a positive personal attitude towards delivering knowledge, exhibit appropriate behavior, employ effective communication styles, foster motivation among students, and engage in meaningful interactions with them.

Digital tools, such as computer-assisted teaching apps, educational websites, and online resources, are used to enhance teaching and are commonly referred to as "digital tools." A very good number (92% of participants) incorporate these tools into almost every classroom methodology. The remaining teachers continue to use traditional teaching methods, although they use digital tools at least once a week. They reported that technology might be challenging to them, especially those with more than 15 years of experience in traditional methodologies.

However, The Saudi Ministry of Education is very strict when it comes to using technology in public schools. These are mainly equipped with various digital tools such as smart boards, computers, smart monitors, etc., and all teachers are required to employ them as part of their teaching techniques. According to participant (15), "Quality teaching and learning now rely on digital technology," and teachers who are not familiar with new teaching tools are considered outdated. In our technologically advanced society, where computers and electrical devices are prevalent, the importance of digital literacy for both educators and students is emphasized. Digital technology has numerous benefits for everyone, and it is essential for every teacher to efficiently use instructional digital technology and assist students in improving their digital skills.

Language acquisition begins at birth and persists throughout one's lifetime. When queried about their approaches to language learning, all of the teachers provided positive responses. Each teacher strives to employ a blend of traditional and contemporary language teaching methods when instructing students. The participants taught English as a foreign language (EFL) using diverse techniques. participant (15) stated, "I orally convey my teaching strategy to students, encouraging their active participation in the learning process by posing questions related to the subject matter. Furthermore, my objective as an educator is to foster critical thinking and problem-solving skills among my pupils." In most public schools, teachers follow a predetermined lesson plan and initiate instruction by reading aloud, subsequently elaborating on key concepts while students passively listen. However, it is up to the teacher to determine the level of engagement with the students. Some students raise queries, which the teacher addresses by providing explanations. Instructors employ motivational strategies to encourage students to express their emotions, opinions, and reflect on their learning experiences.

Training, seminars, workshops, and refresher courses are agreed upon by 100% of the participants in terms of enhancing teachers' professional skills. As per participant (11), teachers are capable of motivating their students by employing innovative teaching methodologies and engaging in professional growth. Acquiring knowledge within the classroom setting, attending seminars and workshops, utilizing educational websites, and participating in online courses all contribute to the maintenance of one's proficiency as a teacher. However, despite possessing the potential to educate, these individuals are unable to do so within the public sector due to a scarcity of opportunities for public-school-teacher professional development. According to participant (12), a majority of teachers hold the belief that professional growth opportunities, such as seminars and training sessions, are advantageous.

Teachers strive to enhance their professional development through various means, including attending workshops and improving their classroom management skills. They argue that these seminars and workshops can bridge any knowledge gaps teachers may have in terms of effective instruction. The utilization of modern technologies like computers and the internet has facilitated innovative teaching and learning methods. Additionally, 50% of interviewed English teachers supported the assumption that reading is essential for professional competence. As stated by participant (16), extensive reading not only enriches knowledge, cognition, and language structure but also nourishes the mind. It is widely acknowledged that reading plays a crucial role in expanding one's educational level. To foster their professional

growth, many teachers engage in wide-ranging reading materials beyond textbooks, including academic literature such as journals, essays, and novels. This practice enhances teacher learning and enables them to share personal experiences while teaching, fostering better connections with their students.

Professional competencies encompass an individual's aptitudes, ethical principles, and set of qualities that delineate acceptable conduct within a specific field. Within the teaching profession, professionalism holds significant influence as it enables educators to perform at their utmost capacity in their respective roles. It not only impresses and motivates students but also instills a profound sense of self-value and achievement. Primarily, the ability to work efficiently is an essential attribute that all individuals strive to possess. According to participant (8), professionalism is defined as the unwavering commitment and drive to wholeheartedly dedicate oneself to the act of teaching. This entails setting lofty objectives while adhering to elevated standards. Participant (3) further posits that "teaching should be well-structured and learner-centered as it grants students autonomy to actively engage in classroom activities." Teachers foster student motivation and inspiration by facilitating comprehension and active participation in the learning process.

In addition to this, it is primarily the duty of professors to ensure academic integrity and impartiality, and students are expected to adhere to the principles of honesty. The prevalence of cheating in annual examinations, as repeatedly highlighted by participant (13), not only undermines students' abilities and excellence, but also jeopardizes their future employment prospects. In such instances, teachers possess the authority to intervene and put an end to such misconduct. Teaching is an exceptionally fulfilling profession as it imparts wisdom to students, cultivates a passion for learning, and facilitates the sharing of information within the classroom. Teachers can utilize their understanding of their colleagues' distinct personalities to accomplish a wide array of tasks in the educational setting. English teachers further assert that a teacher is akin to a skilled actor who assumes various roles based on students' learning needs.

Teachers should exhibit consideration when designing effective lessons. Additionally, they should demonstrate adaptability in response to changes within the classroom or during subsequent teaching sessions. The ability to be flexible and adaptable is crucial for a teacher to possess, making these traits of utmost importance. According to participant (15), a teacher should establish appropriate seating arrangements and provide equal learning opportunities for each student. They should foster communication among students and encourage the sharing of information, cooperation, and exchange of ideas with both the teacher and classmates. Furthermore, teachers should gracefully address any linguistic issues that arise while acknowledging and encouraging students' valuable contributions. A flexible learning environment serves as a source of motivation for students by enabling them to share information and focus on their personal growth and productivity.

According to interviewed English teachers, the cultivation of one's character is a crucial element in the process of acquiring knowledge. This sentiment was reiterated by 31.25% of participants during the survey, who asserted that their role involves instructing students on how to conduct themselves with decency, exhibit proper behavior, and show reverence towards their educators and elders. This perception highlights the fact that education endeavors to nurture a

commendable disposition by instilling strong moral principles and fostering an inspiring character, while also promoting an awareness of our own limitations. A virtuous character serves as the foundation for a vibrant personality that attracts others and fosters a sense of loyalty and affiliation with both the teacher and educational institution. participant (15) further emphasized this point by stating, "I educate students on the importance of respecting teachers, seniors, and their peers." It is customary for individuals to exert authority and be accorded with esteem.

Consequently, teachers acknowledge the viewpoints of their students and understand their concerns. Additionally, teachers foster a culture of academic diligence and ethical development. When students are treated with reverence within the educational setting, they feel esteemed and exhibit heightened involvement in the educational journey. They demonstrate deference towards their teachers and exhibit a desire to acquire further knowledge from them. Moreover, they develop an affinity towards their teachers as a means to enhance their learning experience.

English teachers involved in the present study perceive that the learning environment significantly influences their teaching methodologies. Every aspect that students encounter, both within and beyond the confines of the classroom, exerts an impact on their academic achievements. As stated by participant (12), "establishing a congenial learning environment fosters student relaxation and passionate engagement in learning." When the learning environment is enjoyable, students are more inclined to pose inquiries. They can freely discuss their studies or any subject matter that aids their intellectual growth and acquisition of knowledge. The teacher takes into consideration the classroom atmosphere, instructional tools, as well as well-behaved and courteous students when striving to create an optimal learning environment. According to participant (6), "Pedagogical competence is achieved when there exists an agreeable learning environment, pleasant conduct, and a classroom centered on student needs." Students, teachers, parents, specialists, community members, as well as various educational venues and resources all contribute to establishing a conducive classroom for effective learning. Public college educators encounter challenges in creating an ideal learning environment due to insufficient resources at their disposal.

The term "learning gap" is used to describe a situation where a student lacks sufficient knowledge in a subject to bridge that gap. All teachers unanimously believe that the most effective way to close this learning gap is by creating an optimal learning environment. It is of utmost importance for the teacher to be aware of what the students need to learn and ensure their thorough understanding of the material. According to English teachers, some students face ability gaps in reading, writing, speaking, and listening in their daily lives. They have requested parents and teachers to assess their student's needs and collaborate with school officials in order to address any learning gaps. participant (14) stated, "I actively involve students in class activities, pose questions related to the topic, and provide corrective feedback on their responses." Teachers identify learning gaps that hinder students from achieving academic objectives during classroom practice. They utilize their educational expertise to rectify these shortcomings. Teachers' perspectives on teaching practices encompass employing various instructional strategies and supporting students in attaining academic success. This mindset was shared by almost all interviewed English teachers.

In order to support her students, participant (8) asserts that she "provide[s] encouragement, motivation, and enhancement of their communication skills." Teachers strategically plan their lessons to facilitate the improvement of students' learning capacities. They foster and compel students to do so in order to enhance their comprehension. Additionally, the teacher aids students through proficient communication abilities. Among other strategies, they employ polite language and offer diverse language learning opportunities. participant (15) believed that their personal and social competency talents contribute to positive transformations in their students' lives. Conversely, teachers dedicate extensive hours and prioritize the enhancement of students' creative abilities. In this scenario, the teacher poses a class question that necessitates active participation from all students. Until a resolution is achieved, each student continues to present their individual perspective. Teachers assess students' knowledge and understanding while collaborating with them to address all facets of the issue. Table 2 below summarizes teachers' practices in relation to the required competences as concluded from the survey and interviews with participants.

Table 2

Teachers' Practices as Per their Competences

Practice	Competences
- Teachers' knowledge, expertise, and disposition for effective pedagogy.	1. Proficiency in subject matter, pedagogical expertise, and demeanor.
- Teachers' utilization of digital tools complemented by real-life experiences to enhance instructional practices.	2. Utilization of technology, multimedia resources, and real-life illustrations.
- Teachers' implementation of diverse teaching methodologies for language acquisition.	3. Implementation of interactive and traditional teaching methods such as discussions, problem-solving activities, reading, writing, speaking, listening, group work, observation, and communication.
- Teachers enhance their professional competencies through participation in training sessions, seminars, workshops, and online courses.	4. Adoption of innovative teaching approaches including the use of learning webs, continuous professional development (CPD), extensive reading, educational films, listening to lectures, attending workshops and seminars, and a shift in instructional techniques.
- Teachers foster their professional competencies through extensive literature review and engaging in peer discussions.	5. Extensive reading contributes to knowledge acquisition, comprehension improvement, language enhancement, gaining valuable experiences, and engaging in peer discussions.
- Professionalism contributes to the development of teaching beliefs, reasoning abilities, critical thinking skills, and student satisfaction.	6. Demonstrating commitment, possessing deep knowledge in the field of study, meticulous planning skills with honesty and involvement; being an analyst with logical thinking leading to professional satisfaction.

- Teachers' beliefs and practices regarding integrity, fairness, commitment, dedication, and self-evaluation.	7. Upholding ethics and honesty while embodying values such as self-actualization, dedication to duty or responsibility; displaying care for others while being accountable.
- Teachers' beliefs and practices concerning adaptability and serving as role models.	8. Being knowledgeable in the subject matter while exhibiting cooperation and politeness; maintaining a well-mannered appearance that influences and motivates others.
- Teachers' beliefs and practices related to character development and moral values.	9. Possessing good morals with a respectful attitude; having a commendable character along with a charismatic personality that is caring and trustworthy; displaying politeness and selflessness while maintaining balance in personal interactions.
- Teachers' beliefs and practices regarding creating a conducive learning environment, displaying friendly behavior, and implementing learner-centered classrooms.	10. Creating interest among students through encouragement; fostering a relaxed and flexible learning environment that values others' opinions; prioritizing student-centeredness by being friendly and empowering others while actively listening to their needs.
- Teachers' beliefs and practices in understanding the individual learning needs of students.	11. Demonstrating understanding by actively listening to students' perspectives; recognizing their strengths and weaknesses; providing constructive feedback for assessment and evaluation purposes.
- Teachers' beliefs in comprehending supportive mechanisms.	12. Encouraging motivation through guidance and support; promoting polite behavior during discussions or interactions; effectively communicating ideas or concepts.

Students' Academic Achievement

English teachers must possess an understanding of the various human factors that can potentially influence their students' learning and instructional approach. The academic success of students is also influenced by their individual characteristics and perspectives, as well as the opinions held by their teachers. As stated by participant (13), a teacher's personal viewpoint, which aligns with their professional responsibilities, holds equal importance to effective teaching and positive student outcomes. English teachers are knowledgeable about the personality types of their students and select activities and tasks that they believe are appropriate for facilitating learning. Additionally, they employ teaching methods and learning styles that they prefer. According to participant (3), "English teachers significantly impact student achievement through the unique personality traits and attitudes they bring to the EFL classroom." Students are motivated by teachers' expertise, instructional approaches, and positive demeanor toward academic accomplishments.

Conclusion

The objective of this research endeavor was to investigate the pedagogical competencies of English-language teachers and their impact on students' academic progress. To achieve this goal, the researchers enlisted English teachers from public schools as participants in an exploratory case study. The collection of data involved interview and document analysis, with the aim of assessing students' achievements resulting from their teachers' endeavors over a span of five years. Based on the findings, it can be inferred that English language teachers possess adequate proficiency to influence their students' outcomes. They effectively employ their knowledge and skills to identify their students' educational needs, establish an optimal learning environment, and motivate active engagement in cognitive, physical, social, and emotional dimensions.

Teachers are exerting considerable effort independently to enhance the academic achievements of their students, despite facing hindrances from college authorities, parents, society, and limited resources. They are utilizing their expertise and skills to gain a deeper understanding of their students' needs. They create an educational environment that promotes mental, physical, social, and emotional engagement among their pupils while simultaneously fostering academic success. Despite encountering obstacles from some schools' administrations, parents, society, resource constraints, and motivation issues, teachers persist in their endeavors to augment student academic performance.

This study places a central focus on investigating the pedagogical competencies of English-language teachers and their consequential influence on student academic achievement. The utilization of qualitative research methods aligns with a number of the studies in the literature review that also employ qualitative approaches to explore teaching competencies. Moreover, both the present study and the reviewed literature delve into the intricate dynamics between teachers and students, underscoring the pivotal role of teachers in shaping students' academic outcomes. However, this study bears unique characteristics. It appears to concentrate on a specific geographic context, unlike the more geographically diverse body of research in the literature review. Additionally, the utilization of a case study design, as suggested in this study, distinguishes it from some of the reviewed research that may employ alternative research designs.

Based on the study's findings, several recommendations for future research emerge. Firstly, conducting cross-cultural studies to compare pedagogical competencies across diverse contexts is advised. Expanding the duration and sample size of longitudinal studies could provide a more comprehensive understanding of how these competencies evolve over time. Implementing interventions to enhance teacher competencies and examining their impact on student achievement can yield practical insights. Combining quantitative techniques with qualitative methods can help quantify the relationships between specific competencies and student outcomes. Focusing on the influence of individual competencies, exploring technology integration, and evaluating policy implications are all fruitful areas for further investigation in the field of education.

Bio

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Cultural Courtesies: Decoding Politeness Formulas in the Aseer Dialect of Arabic

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الملخص

تحلّل هذه الدراسة عبارات اللطف والمداراة في لهجة منطقة عسير باستخدام نظرية الاستعارة المفاهيمية وفرضية التجسيد كإطارين نظريين. تضمنت الدراسة تحليل 300 عبارة، منها 210 عبارة متعلقة بأجزاء الجسم و90 عبارة مرتبطة بالتضحية والتفاني والولاء. وأوضحت الدراسة معاني هذه العبارات والطريقة التي وظّف بها متحدثي هذه اللهجة الاستعارات والتجسيد للتعبير عن أفكار مجردة كالحب والاحترام والتقدير والتلطف. كما أوضحت الدراسة التوافق الثقافي لهذه الصيغ واتساقها مع القيم الاجتماعية في مساهمة للحفاظ على التراث الشفهي في منطقة عسير. كما عززت نتائج الدراسة فهمنا لصيغ اللطف وفتحت الطريق للمقارنات بين اللهجات واللغات وتطبيقاتها في مجالات متنوعة مثل اللغويات الإدراكية والدراسات الاثنوجرافية ورسم الخرائط الدلالية.

Abstract

This study analyzes politeness formulas within the Aseer dialect of Arabic, employing Conceptual Metaphor Theory and the Embodiment Hypothesis as theoretical frameworks. With a dataset encompassing a total of 300 formulas, comprising 210 related to body parts and 90 linked to devotion formulas, the research unravel the conceptual metaphors and metonymies inherent in these expressions. The study elucidates the cultural alignment of these formulas and their consistency with societal norms, contributing to the preservation of oral heritage in the Aseer region. The findings highlight how human beings utilize metaphor metonymy to embody abstract ideas, emphasizing the cultural significance of these politeness formulas and their connection to the physical and cultural experiences of the Aseer community. The outcomes of the study do not only enhance our understanding of politeness formulas but also pave the way for cross-dialect and cross-linguistic comparisons and applications in various fields, such as cross-cultural pragmatics, ethnographic studies, semantic mapping, and cultural preservation.

Keywords: *Aseer; dialect; embodiment; metaphor; politeness*

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Introduction

Politeness is a fundamental aspect of human communication, reflecting the intricate interplay between language, culture, and social dynamics. This research embarks on an exploration of politeness formulas employed by speakers of the Aseer dialect of Arabic. The Aseer dialect of Arabic, primarily spoken in the southwest region of Saudi Arabia, including the mountainous area known as Sarat Aseer, offers a unique linguistic landscape for the study of politeness. The Aseer region has a long-standing tradition of linguistic richness and has, over the centuries, utilized language to convey distinct values and identities. This oral tradition, significantly influenced by the historical context and cultural heritage of the region, serves as an indispensable resource for understanding the intricate dynamics of politeness in this society (Mattson, 2012). From ancient times, Arab tribes on the Arabian Peninsula have employed language to celebrate qualities such as honor, generosity, and courage, often expressed through poetry. These linguistic embellishments continue to play a pivotal role in conveying social and affective messages in the speech community of Aseer region.

Furthermore, the role of religion in shaping politeness expressions in the Aseer dialect is of paramount importance. The Holy Quran, with its divine sophistication, style, and aesthetics, has significantly influenced the linguistic traditions (Donner, 2010). This influence is apparent in the politeness formulas analyzed in this work. The Quranic verses, interwoven into the daily lives of people, contribute to the rich tapestry of expressions utilized for politeness (Nazzal, 2005). The focus on politeness expressions in the Aseer dialect is not only a linguistic exploration but also a cultural and sociolinguistic inquiry. These politeness formulas, deeply rooted in the Aseer society, serve as a fundamental sociolinguistic element of communication within this community. They offer valuable insights into how cultural values, linguistic nuances, and the particularities of Aseer region shape politeness. These expressions hold a special place in everyday conversations, revealing their ubiquity in the linguistic repertoire of the Aseer people. Moreover, these expressions underscore the interplay between culture and language, reflecting the complex relationships among language, identity, and social practices in the region.

This work delves into the study of metaphor and metonymy within the politeness formulas. Although prior research has extensively addressed the translatability of metaphors and idioms, such studies primarily concentrated on literary genres (e.g. Al-Harrasi, 2001; Awwad, 1990; Farghal & Ahmed, 2001; Menacere, 1992; Merakchi & Rogers, 2013), figuration in masterpieces (e.g., Abu Libdeh, 2011; Maroth, 2002; Simawe, 2001) and translation issues (e.g. Al Salem 2014; Zahid 2020). Notably, everyday conversational utterances, particularly those related to politeness, have received less attention in this regard. Therefore, this study bridges the gap by investigating the metaphor and metonymy within the politeness formulas that are deeply embedded in the Aseer dialect. Another research gap pertains to the limited exploration of pragmatics within the Aseer dialect of Arabic. While variational pragmatics has successfully highlighted variations across different pluricentric languages, such as the distinctions between Irish English and British English (Barron, 2017) and Egyptian Arabic and Saudi Arabic (El-Dakhs, 2021), there is a notable absence of similar research focusing on the Aseer variety of Arabic. This research will aim to address this gap by delving into the politeness formulas in the Aseer dialect, contributing to the broader field of variational pragmatics.

The following parts begin with an introduction to the Aseer dialect of Arabic, followed by a historical overview of politeness, an examination of the relationship between politeness and idiomatic expressions, a discussion of politeness practices in the Arab world and specifically in Saudi Arabia. The paper then outlines the scope of the study, the methodology used, and concludes with a detailed discussion of the findings and their implications.

Aseer Dialect of Arabic

Saudi Arabia, a vast country in the south west of Asia, is divided into five main regions: northern, southern, eastern, western, and central (Najd). Each region has unique geographical features, with the central and northern areas comprising vast deserts, the eastern and western regions being coastal, and the southern region characterized by mountains. This diversity in topography also influences the cultural and linguistic differences in the country. Dialects in Saudi Arabia exhibit what linguists Chambers and Trudgill (1998) call geographical dialect continua. As one moves away from a specific location, the linguistic differences between two areas become more pronounced. Therefore, many southern dialects in the Aseer region can be challenging for speakers of other Saudi dialects to understand due to the rugged topography and historical isolation. However, the dialects spoken in highland villages and cities of Aseer tend to be mutually intelligible with other Saudi dialects. As one moves towards the lowlands, such as Arabic Tihamah, the dialects become less intelligible (Alqahtani, 2015).

Several studies have provided descriptions of various Saudi dialects. For instance, Prochazka (1988) covers a wide range of dialects from all regions. Ingham's work (1994 and 2013) provides detailed descriptions of Najdi dialects. Abboud (1979) focuses on the morphology of the Ḥāyili dialect in the north of Najd, while Ingham (1971) describes the Ḥijāzi dialect of Mecca. However, detailed studies of the dialects spoken in the southern region, particularly in Aseer, are relatively scarce. Al-Shahrani (1988) offered a description and analysis of the phonological system of the Shahran tribe's speech in the southern region of Aseer. Similarly, Nakshabandi (1988) provided a depiction of the morphology and phonology system of the Arabic dialect spoken in Abha, the administrative capital of the southern province, while Al-Azraqi's (1998) study focused on describing its syntactic system.

Interestingly, unlike other Arab countries with prominent local dialects functioning as standard varieties, Saudi Arabia lacks a unified "standard Saudi dialect." While some initially believed the Najdi variety spoken in Riyadh could serve as a standard, more recent investigations in the western province have shown the emergence of separate regional standards, notably based on the koineised dialect of Jeddah (Alqahtani, 2015). Given the mentioned dialectical situation in Saudi Arabia, it is essential to highlight that this research specifically concentrates on studying politeness formulas in the Aseer dialect which is spoken in the highlands of the Aseer region, Sarat Aseer. This focus allows for a more detailed and targeted analysis of politeness phenomena in a specific linguistic context.

<center>**Literature Review**</center>

Politeness History

Research on linguistic politeness started with Grice's (1975) Cooperative Principle (CP). The principle suggests that in conversation, people are generally expected to cooperate with one another to achieve shared communicative goals. CP consists of four maxims: quality, quantity, relevance and manner. Although Grice's model does not explicitly address politeness, it laid the groundwork for subsequent research, including that of Leech (1983). Leech proposed two rules of Pragmatic Competence (PC), be clear and be polite, where politeness is considered a universal construct.

Another significant contribution to politeness research is Politeness Theory (PT) by Brown and Levinson (1987). Although PT was initially introduced in 1978, it underwent revisions before its widely cited work was published in 1987. PT centers around the concept of face, which refers to the desire to be respected and not offended. It encompasses both negative face which means the desire for autonomy and not being imposed upon, and positive face which refers to the desire to be liked and admired by others. PT suggests that in communication, face wants of both the speaker and the hearer can be challenged by Face Threatening Acts (FTAs). FTAs are communicative behaviors or actions that have the potential to damage an individual's positive or negative face. In the context of politeness theory, FTAs are situations where the speaker's message might impose on the hearer's desire for social approval, positive face, or autonomy, negative face.

To mitigate the potential face threat, people employ various politeness strategies to lessen the impact of the act. Brown and Levinson (1987) identified five types of strategies: negative politeness, which shows deference to avoid offense; positive politeness, which highlights friendliness and solidarity; bald-on-record, which involves being direct and not using any politeness markers; off-record, which hints at a request without making it explicit; and do not do the FTA strategy, which avoids causing any offense at all. Among these strategies, politeness formulas are often utilized in positive politeness to maintain positive face and convey admiration.

Critics of Politeness Theory, such as Mills (2003) and Locher and Watts (2005), have challenged its universality claim. They advocate for a more localized investigation of politeness. However, despite this criticism, Politeness Theory remains a valuable lens through which to gain insights into the Arab politeness. Within the Arab context, the concept of "face" is of paramount importance, symbolizing an individual's aspiration for respect, esteem, and the avoidance of offense during social interactions. This critique highlights the need for a nuanced understanding of politeness, which, in turn, underscores the significance of the insights of Politeness Theory in this study.

As a sign of the importance of face in the Arab culture, the saying احفظ ماء وجهك which literally translates to keep your face water preserved and idiomatically means preserve your dignity, holds cultural value. This traditional phrase emphasizes the need to uphold one's self-respect, honor, and reputation, while avoiding embarrassment or humiliation. It serves as a reminder to individuals to protect their status and integrity, refusing to let others negatively impact them. Wisely and judiciously navigating various situations is encouraged to maintain a

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favorable position and earn the respect of others. Politeness Theory (PT) is in harmony with this cultural emphasis on preserving dignity and honor during communication, making it essential to grasp face wants for effective interactions in Arab societies, where fostering harmonious relationships and avoiding conflicts are primary objectives (Almusallam, 2022).

Furthermore, PT integrates the concept of "face" with negative and positive politeness strategies, even though it does not explicitly address politeness formulas. In Arab culture, linguistic forms and politeness formulas play a vital role in communication, enabling individuals to navigate social hierarchies, show deference, and uphold harmonious relationships (Samarah, 2015). Given that Arab societies often have well-defined social hierarchies and power dynamics, PT's recognition of negative politeness strategies, involving deference and respect, aligns with cultural norms, particularly when addressing individuals of higher social status using appropriate honorifics and linguistic expressions (Ameri et al., 2023).

Politeness and Idiomaticity

To comprehend the idiomatic nature of politeness formulas, Coulmas (1979) introduced the concept of Routine Formulas (RFs), expressions recurrently used in specific social situations. These RFs, highly idiomatic and contextually bound, are pragmatically conditioned and reveal cultural values. Therefore, considering context and shared cultural and linguistic knowledge between speakers and addressees is essential to gain a comprehensive grasp of politeness formulas.

Schlund (2014) further emphasized the importance of analyzing politeness formulas on a macro-level, combining pragmatic, semantic, and formal elements, which offers insights into the cultural value systems attached to these expressions. Additionally, research by Buckingham (2006) on idioms in general highlighted the presence of shared cognitive metaphors underlying idiomatic expressions, leading to cross-linguistic commonalities in their interpretation. In addition, shared frames between speakers and addressees, as highlighted by Kiefer (1996), contribute to successful communication of idiomatic utterances, such as politeness formulas, within a given cultural context.

The literature reviewed above showed that context, cultural values, social norms and shared frames shape our perception of politeness. Previous research has addressed these aspects separately, but the current study seeks to enrich the comprehension of politeness formulas in the Aseer dialect of Arabic by considering figuration in linguistic behavior. Through analyzing politeness formulas within the broader cultural context, this research aims to reveal the profound implications and functions embedded in these formulas, bridging the gap between politeness and idiomaticity.

Politeness in the Arab World

The study of politeness in the Arab world has attracted considerable attention. Several studies have contributed into the intricacies of politeness formulas used in spoken Arabic. Among these works is Ferguson's research (1976, 1983) which stands out as a landmark study. His comprehensive analysis of politeness formulas in Levantine Arabic provided a foundation for understanding similar expressions in other Arabic dialects.

Ferguson's research emphasized the significance of root-echoing formulas and God wishes in politeness expressions. Root-echoing formulas are pairs or clusters of initiator-

response expressions where the response echoes a triconsonantal root present in the initiator as in the root, like b r k, which is echoed in the response as in:

Initiator: مبروك Mabrook (congratulations)
Response: الله يبارك فيك Allah ybark feek (Thank you)

In addition, Ferguson (1976) argued that God wishes formulas are employed in various contexts by both Muslim and Christian Arabs, regardless of their religious background. God wishes refers to any expression that includes a supplication of God, incorporating either His name or one of His names, whether explicitly or implicitly. Applying Ferguson's insights to the Aseer dialect of Arabic is applicable given that both Syria, where Ferguson conducted his research, and Saudi Arabia speak Arabic. Additionally, both countries share the same religious background as Muslims and have an abundance of God wishes formulas.

Apart from Syrian Arabic, several researchers have investigated politeness in Jordanian Arabic. Al-Adaileh (2007) conducted an experimental study comparing politeness orientations in British and Jordanian cultures, revealing differences in apology strategies. Daoud (2017) studied politeness formulas in spoken Jordanian Arabic and investigated two key features of these idioms: figuration and traces of religious texts. The main objectives are to explore the conceptual metaphors within these idioms, demonstrating their coherence with cultural values, and to identify echoes of religious discourse in the discussed formulas. Daoud's study sheds light on the conceptual metaphors and religious influences present in politeness expressions, which is relevant to the Saudi context as well.

Sadiq (2022) studied blessings formulas in Egyptian Arabic revealing how these expressions have evolved to serve various pragmatic functions. This research offers insights to exploring politeness formulas in the Aseer dialect of Arabic, particularly regarding their pragmatic usage. However, further research specific to the Aseer dialect is needed for direct comparisons. Other works have also contributed to the understanding of politeness formulas in Arabic. Howwar (2013) explored the translatability of idioms in Arabic compared to English, emphasizing the importance of equivalence as a translation strategy for idioms. Alaoui (2011) analyzed requests, offers, and thanks in Morrocan Arabic and English. Piamenta (1979) compiled data on stereotyped formulas used in various Arabic dialects, including Levantine Arabic, highlighting their usage in daily speech and religious contexts. Although these studies offer valuable insights, they do not specifically address politeness formulas as their primary focus.

Politeness in Saudi Arabia

In the Saudi Arabian context, several researchers have explored various aspects of politeness, shedding light on requests (Alageel, 2016), compliments (Alamro, 2013(, (im)politeness (Alqarni, 2020; Alshammari, 2020), refusal strategies (Alateeq, 2016), direct speech acts (Alfaleh, 2019), invitations (Alfalig, 2016), greetings (Turjoman, 2005), complaints (Alenzi, 2019; Alfadda, 2019) and online communication among young adults (Zamakhshari, 2018). These studies shed light on how politeness is expressed and understood within the cultural norms of Saudi Arabia. Alageel (2016) focused on the requesting behavior of Saudi Arabian women in contemporary Arabic-speaking situations, delving into the strategies they use and their cultural implications, shedding light on how politeness is manifested in gender-specific contexts within Saudi society. In another study, Alamro (2013)

examined compliment behavior in Saudi Arabic, providing valuable insights into how compliments are given and received in Najdi Saudi Arabic, crucial for understanding the expression of positive sentiments in the culture.

Refusal strategies were explored by Alateeq (2016). The study shed light on how individuals navigate delicate situations while maintaining politeness in Saudi Arabian social settings. Understanding these strategies is valuable for effective communication and interaction within the Saudi cultural context. Additionally, Alenzi (2019) investigated online politeness and identity construction of young Saudi adults, exploring how they construct their identity through online communication and express politeness in virtual spaces, providing insights into the interplay between politeness, identity, and modern communication platforms.

Furthermore, Alfaleh (2019) examined direct speech acts in communication between Saudi Arabian family members, contributing to our understanding of politeness within intimate relationships in Saudi culture. Zamakhshari (2018) delved into the intricacies of identity, gender, and (im)politeness in Twitter interactions concerning women driving in Saudi Arabia, showcasing how gender-related issues are negotiated in online spaces and how politeness plays a role in expressing opinions and attitudes. In the study conducted by Turjoman (2005), an in-depth examination of Saudi gender differences in greetings and leave-takings was undertaken. This research brought to light the cultural intricacies embedded in politeness practices during routine interactions, thereby enhancing our understanding of the prevailing cultural norms within Saudi Arabian society.

In Alqarni's (2020) study within the Aseer region, the focus was on mock impoliteness, specifically in the context of evil eye expressive and responsive strategies within the Bani Buhair tribe. The study revealed that the concept of evil eye was not a random occurrence but followed a structured protocol. Buhairi eyers employed various linguistic strategies, such as similes, metaphors, questions, and negation, in performing the evil eye, while recipients responded with revengeful expressions, religious supplications, complaints, or threats. The uniqueness of this study lies in its exploration of a specific cultural phenomenon, evil eye, as a form of mock impoliteness. Unlike traditional politeness or impoliteness models, such as those proposed by Leech (1983) or Brown and Levinson (1987), Alqarni places evil eye within Haugh and Bousfield's (2012) framework of mock impoliteness. This departure from conventional models offers a distinctive perspective on the nature of evil eye as a non-impolite speech act. In contrast, our study delves into politeness formulas within the broader Aseer dialect and contributes to the understanding of politeness formulas in everyday conversations.

The study on decoding politeness formulas in the Aseer dialect of Arabic addresses a gap in the existing literature by specifically exploring the cultural nuances of politeness formulas in the Aseer region. With the Aseer region being known for its touristic nature and commitment to preserving nature and culture, the Aseer dialect of Arabic holds a crucial position as one of the pillars of the local culture. Understanding politeness formulas in this dialect is essential for facilitating effective communication and fostering mutual understanding between tourists and locals, thereby enriching their interactions with the local community.

Language, Thoughts and Body Parts

Our exploration of politeness formulas in the Aseer dialect is grounded in Conceptual Metaphor Theory (CMT) and the Embodiment Hypothesis, offering a robust theoretical

foundation. CMT, developed by Lakoff and Johnson (1980), conceptualizes metaphors as essential structures that shape thought, extending beyond mere linguistic tools. As politeness formulas often involve abstract concepts such as respect, sympathy, and love, the application of figurative language, metaphor, and metonymy in our dataset aligns seamlessly with CMT. The Embodiment Hypothesis, an extension of CMT challenging the conventional belief that cognition is detached from the body (Pelkey, 2023), emphasizes the close connection between language and bodily experiences. Studies by Huisman et al. (2021) and Devylder et al. (2020) underscore this connection, challenging the notion of a universal, shared bodily experience across languages.

Heine's "structural template" (1997) and Pelkey's cross-linguistic evidence (2017, 2018) indicating systematic organization reveal consistent patterns in body part relations across linguistic variations. Basso (1992) illustrates linguistic diversity through Western Apache, where the mapping of bodily concepts onto automobile meronymy unfolds across three levels: the overarching category of "body," which encompasses all general parts; the category of "face," which includes the "hood" and "windshield"; and the category of "innards," encompassing everything beneath the hood. Within this linguistic framework, the car's hood is metaphorically equated to the "nose," the windshield to the "forehead," headlights to "eyes," front wheels to "arm/hands," rear wheels to "leg/feet," electrical wiring to "veins," battery to "liver," and the gas tank to the "stomach.". Inspired by this linguistic diversity, our parallel investigation into the Aseer dialect aims to explore how politeness formulas integrate body parts into linguistic expressions.

Lakoff (1987) and Barsalou's (1999, 2003) work emphasizes the integration of bodily experiences into cognitive categorization, highlighting the unity between perception and conception. These theories provide a theoretical background for understanding how the body, through metaphorical language, shapes the conceptualization of politeness in the Aseer dialect. This study builds upon these foundational theories, utilizing their insights to unveil the intricate layers of meaning and cultural values embedded in politeness formulas within the Aseer dialect. Additionally, Pelkey's recent work (2023) on embodiment and language contributes to contextualizing our analysis within the broader discourse on the relationship between language and the embodied mind.

Scope of the Study

The research concentrates on verbal politeness formulas in the Aseer dialect of Arabic. These formulas, crucial for maintaining face wants amid potential Face Threatening Acts (FTAs), have stable roots, serving pragmatic goals. The research delves into how Aseer Arabic speakers utilize metaphor and metonymy in these politeness formulas. The study aims to contribute to the understanding of politeness in Arabic, particularly focusing on the understudied realm of figures of speech in politeness formulas, addressing this gap through the following research questions:

1. How do speakers of the Aseer dialect employ metaphor and metonymy in the construction of politeness formulas?
2. What underlying concepts are represented by the tropes used in politeness formulas in the Aseer dialect of Arabic? How do these concepts relate to the cultural values of the speech community?

3. Are there any discernible patterns or characteristics in the genre of politeness formulas in the Aseer dialect of Arabic?

Methodology

To address the research questions, the researcher adopted a qualitative analysis approach to the data. She thoroughly examined politeness formulas that incorporate figurative language, focusing on their lexical constituents and semantic properties, particularly in the context in which they are commonly used. Moreover, the researcher referenced the Cognitive Metaphor Theory by Lakoff and Johnson (1980) to identify which cultural values align with the metaphorical system reflected in the dataset under investigation. In addition, the researcher engaged in discussions about the conversational functions of these expressions, aiming to uncover as much sociolinguistic information encoded in them as possible. This comprehensive analysis allows for a deeper understanding of the significance and cultural implications of these politeness expressions in the context of the Aseer dialect of Arabic.

The data of the present study was collected from two sources: naturally occurring data and introspection. Collecting naturally occurring data is regarded as a highly recommended method in linguistic research (Wolfson, 1981). It allows for spontaneous interactions in real-life situations, providing authentic insights into speakers' actual expressions and reactions to natural contexts (Cohen, 1996). However, this method also presents some challenges, such as the infrequency of specific speech acts in natural settings, difficulty in controlling variables, time-consuming data collection and analysis, and potential intrusion on demotic communication when using recording equipment or relying on note-taking (Cohen, 1996).

Considering the benefits of collecting naturally occurring data for linguistic research, the researcher chose to use naturally occurring interactions as a primary data source for the research. To address the difficulties of recording interactions, she employed Grainger's (2011) log-book method. Whenever she encountered relevant incidents during conversations, she promptly documented them in a log book to preserve the accuracy of sequencing and content.

As a native speaker of the Aseer dialect of Arabic and deeply familiar with the cultural nuances, the researcher contributed additional formulas to the data based on her intuition and language knowledge. Given that some expressions are used in very specific occasions not fully covered by naturally occurring data, the researcher's experiences and sensibilities as a native speaker served as a valuable complementary resource. The researcher aligned with Lakoff's (1973) perspective on sociolinguistic data, endorsing introspection as a reliable method for data collection and analysis. While some may argue that other data-gathering techniques are more error-proof, any data collection ultimately involves some level of introspection (Sapsford and Jupp, 1996).

For this research, introspection is especially suitable as the aim is to explore the internal semantic and lexical components of the politeness formulas, rather than examining external variables that may influence their use. To assess its reliability, the researcher observed that her own usage of formulas aligned with that of other native speakers in corresponding contexts, providing further confidence in the effectiveness of introspection for research purposes. By combining naturally occurring data with introspection, this study has a detaset of 300 politeness

formulas giving a comprehensive understanding of politeness formulas and enriching the cultural aspects of polite discourse.

Analysis

In this analysis section, our detailed investigation delves into politeness formulas within the Aseer dialect of Arabic, aiming to unravel the complex relationship between metaphorical expressions, cultural values, and politeness. Guided by Lakoff and Johnson's (1980) Conceptual Metaphor Theory and the Embodiment Hypothesis, our exploration employs these theoretical frameworks to comprehensively examine how speakers of the Aseer dialect employ metaphor and metonymy in crafting politeness formulas. Our dual theoretical framework aims to unveil the layers of meaning behind politeness formulas in the Aseer dialect, contributing to a deeper understanding of the intricate dynamics between linguistic choices, cultural nuances, and the expression of politeness.

The analysis commenced with a dataset comprising 300 politeness formulas. The initial step involved classifying these formulas into two primary categories: body parts politeness formulas and devotion politeness formulas. Within the body part politeness formulas category, a detailed examination was conducted on a total of 210 expressions. This subset encompasses various body parts, including the eye, head, mind, hand, tongue, nose, face, mouth, forehead, neck, eyebrows, beard, mustache, hair, and hands. Notably, the most frequently occurring body parts in the dataset were the face, head, nose, eyes, and hands. The remaining 90 politeness formulas were associated with devotion. The devotion formulas were further categorized into two major themes: death and pain, with 50 formulas related to death and 40 related to pain.

Body Parts Politeness Formulas

In this section, we will elucidate how speakers of the Aseer dialect of Arabic employed body parts in formulating politeness expressions. The analysis reveals that the most frequently utilized body parts in these formulas are the face, head, nose, eyes, and hands, as illustrated in Figure 1.

Figure 1

Classification of Body-part Politeness Formulas
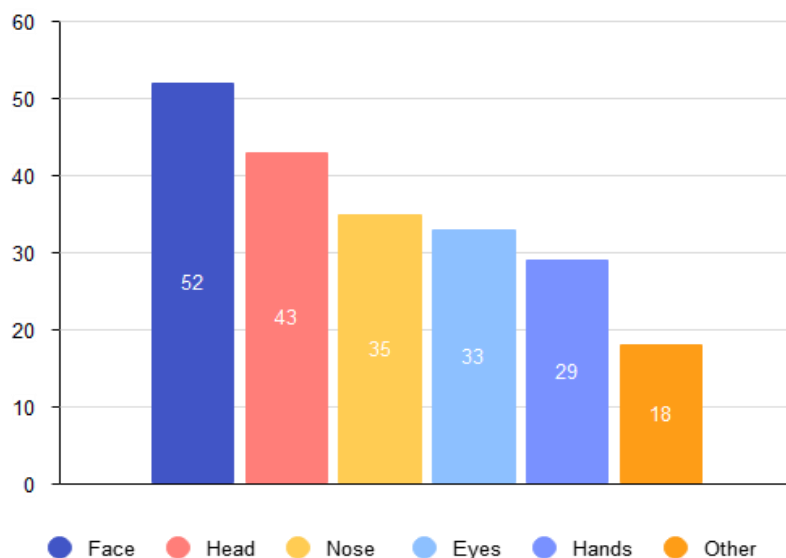
Face

In the Aseer dialect of Arabic, the concept of 'face' forms the basis of Politeness Theory, as first proposed by Brown and Levinson (1987). Protecting one's 'face' and not threatening the 'face' of others is perceived to trigger politeness behavior. The term 'face' is metaphorical and refers to a person's willingness to be appreciated (positive face) and to avoid offense (negative face). Brown and Levinson (1987) asserted the universality of this concept by using 'face' as a foundation for their theory.

The majority of politeness formulas in our dataset are related to the concept of the face. The data includes 52 politeness formulas specifically associated with the face. Table 1 presents some of the politeness formulas found in the dataset, along with two additional examples of impoliteness formulas from outside the dataset, providing further insight into the concept of the face in the Aseer dialect.

Table 1
Face Expressions

Face Expression	IPA Transcription	Literal Meaning	Actual Meaning
بيّض الله وجهك	/bajjad ʔalla wadʒhak/	May God whiten your face	Good job
أبيض وجه	/ʔabjad wadʒh/	You have a white face	You are virtuous
وجهك فال خير علينا	/wadʒhk faːl xajr ʕaleina/	Your face brings good luck	You are auspicious
سوّد الله وجهك	/sawwad ʔalla wadʒhak/	May God blacken your face	An offensive insult for wrongdoings
أسود وجه	/ʔaswad wadʒh/	You have a black face	You are disrespectful

Face expressions are commonly used to compliment, praise, or show politeness (Elarbi, 1997). An example is the phrase: "بيّض الله وجهك," which literally translates to "May God whiten your face." This expression is employed to show admiration for someone's accomplishments or good deeds. Related expressions are: " أبيض وجه " meaning "You have a white face". This expression means that you are known for always doing good deeds.

Moreover, within Aseer culture, the symbolism of the 'face' as a harbinger of blessings and good fortune aligns with the concept of chained conceptual metonymy elucidated by Hilpert (2010). This chained metonymy involves the use of "face" to represent the entire person or physical presence, creating a metaphorical extension to convey the significance of one's being. A notable expression embodying this cultural understanding is "وجهك فال خير علينا," where the term "face" encapsulates a broader meaning. Drawing on Lakoff's theory of conceptual metaphors (1987), the phrase transcends a mere description of physical appearance, becoming a profound acknowledgment of gratitude for the individual's presence. This utilization of metonymy and metaphor not only reflects linguistic intricacies but also mirrors the rich cultural tapestry within the Aseer dialect.

Conversely, the Aseer dialect of Arabic also employs 'face' expressions that are intimidating, impolite, or cursing. For instance, "سوّد الله وجهك" means "May God blacken your face," expressing indignity for wrongdoings. Describing someone with the expression " أسود وجه" meaning "You have a black face" entails that you have a reputation of engaging in wrongful actions and consistently make poor choices.

The metaphorical utilization of the term 'face' in the Aseer dialect serves as a linguistic manifestation of the culture's deeply rooted values and beliefs. Grounded in Lakoff and Johnson's (1980) Conceptual Metaphor Theory and the Embodiment Hypothesis, this analysis explores the interplay between language and culture. The metaphorical extension of 'face' involves conceptual mechanisms that illustrate how the physicality of the face extends to embody broader concepts related to values and blessings. This perspective emphasizes the inseparable connection between the body and linguistic expressions, providing an understanding of how cultural values become intricately embedded in the metaphorical use of 'face' within the Aseer dialect.

Head

The politeness formulas in the Aseer dialect of Arabic provide support for Lakoff and Johnson's (1980) hypothesis that our biological bodily realities influence the way we use body part metonymies and metaphors. For example, the term "head" holds significance as it is positioned at the top of our body, housing the brain that controls every process and decision we make. This is akin to how someone described as "head of the group" is perceived as the one who controls and makes decisions for the group, mirroring the role of the biological head. Similar uses of the term "head" are also found in other languages, including English. Table 2 shows some expressions related to the head in the Aseer dialect of Arabic.

Table 2

Head Expressions

Head Expression	IPA Transcription	Literal Meaning	Actual Meaning
كلامك على راسي من فوق	/kalaamk ʕala raasi min fwoq/	What you say is on the top of my head	You are absolutely right
والله انك ترفع الراس	/wallaahi ʔinnak tarfaʕ ar-ra's/	You bring my head up	You make me proud and uplifted
قدرك على الراس	/qadrk ʕala ar-raas/	Your value is on my head	You are highly valued
تاج راسي	/taaj raasi/	You are a crown on my head	You are precious
نزلت راسي في الأرض	/nazalt raasi fil-ard/	You drag my head to the ground	You undermine my dignity and self-esteem

In Aseer dialect of Arabic, politeness formulas involving the term "head" emphasize certain semantic aspects that are not solely based on the speaker's physical experiences with the head. For instance, the conventionalized formula "على راسي" meaning "on my head" is used

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to express approval of someone's request with pleasure. The concept of "head" is perceived as significant due to its association with protecting one's life, dignity, and honor. When someone says that a request is ‏"على راسي من فوق" meaning "on the top of my head," it elevates the importance of fulfilling that request as if it were a command to be wholeheartedly committed to.

In Saudi Arabian culture, the "head" is considered a symbol of dignity and pride, which is evident in expressions like "رفعت راسي" meaning "you raised my head", a compliment bestowed upon someone for a remarkable achievement that brings pride not just to them but also to their family or tribe. This perspective aligns with the broader discourse on face and identity, as scholars like Al Musallam (2022) an Labben (2017) delve into the emic meanings of face in the Arab culture. These studies contribute to the ongoing debate on face, providing insights into the complex interplay between cultural values, identity, and the conceptualization of head in Arabic-speaking societies.

Similarly, "طيحت روسنا في الأرض", meaning "you dragged our heads to the ground," is a scolding expression that reflects the significance of the head as a locus of dignity. The orientational metaphor of UP and DOWN is prevalent in these expressions, aligning with the conceptual metaphor "status is up" proposed by Lakoff and Johnson (1980). Within this coherent cognitive pattern, humans use to conceptualize various abstract concepts based on our physical experiences and spatial orientation. This metaphorical mapping is deeply ingrained in our language and thought processes, influencing the way we understand and communicate about emotions, social status, and moral values. Expressions like "pride is up" and "happy is up" make sense, while ones like "shame is up" would be contradictory.

The dataset revealed an occurrence of 43 instances specifically related to the head (Figure 1). This emphasis on the head in politeness formulas underscores its significant role within the cultural and linguistic fabric of the Aseer community. The prevalence of politeness formulas related to the head highlights the nuanced ways in which cultural values and bodily metaphors intricately intertwine in the linguistic expressions of respect and honor, and shed light on the specific linguistic choices that convey politeness within this unique linguistic context.

Nose

In Arabic culture, especially in Saudi society, the concept of the "nose" holds symbolic significance in certain expressions. The data includes 35 formulas related to the nose as seen in Figure 1 and Table 3 has some examples of nose expressions. One of these expressions is ‏"على خشمي" which translates into on my nose. This expression is used when someone makes a request to another person. The response "على خشمي" is a way of expressing wholehearted willingness and eagerness to fulfill that request.

It conveys a sense of respect, hospitality, and a strong desire to assist the person making the request. The proper response to this expression in Aseer culture is either ‏"عليه الطيب" meaning perfume is on your nose, or ‏"عليه الشحم" meaning fats are on your nose. The two response variations illustrate the following cultural concept:

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- "الطيب عليه Perfume is on your nose": This phrase metaphorically represents the idea of offering something pleasant and valuable to the person making the request. Perfume is associated with pleasant scents and luxury, and saying that "perfume is on your nose" implies that the person is being treated with something delightful and special. It reflects the host's eagerness to please and accommodate the guest's wishes.

- "الشحم عليه Fats are on your nose": This phrase has its roots in traditional hospitality practices, particularly in Bedouin cultures where food resources are scarce. Offering someone the fats of a slaughtered animal is a generous gesture, as it signifies providing the best and most valuable part of the meal. This polite response entails that the host is emphasizing their commitment to providing the guest with the finest hospitality, even if it requires sacrificing something valuable. It underscores the importance of generosity and taking care of the guest's needs.

Both variations of the response convey a deep sense of respect, honor, and the willingness to go above and beyond to fulfill the request. They highlight the cultural values of hospitality, kindness, and consideration for others' needs and desires. The expressions reflect the strong bonds and social connections within Aseer society, where people often show their affection and care through such idiomatic and symbolic language.

Table 3

Nose Expressions

Nose Expression	IPA Transcription	Literal Meaning	Actual Meaning
على خشمي	/ʕala xaʃmi/	On my nose	Response to a request meaning absolutely
من فوق خشمك	/min fuuq xaʃmk/	Over your nose	I will take it forcefully.
رافع خشمك	/ra:fiʕ xaʃmk/	Your nose is elevated	You are arrogant
طلع من خشمي	/tˤalaʕ min xaʃmi/	It is out of my nose	A sense of being fed up by something/someone

On the other hand, the expression "من فوق خشمك" , over your nose, takes a more assertive stance and conveys a determination to obtain something, often forcefully if necessary. The imagery of something being "over your nose" portrays a sense of urgency and directness. This expression is face threatening and considered impolite.

When portraying someone as arrogant, the idiomatic expression "رافع خشمك", you are elevating your nose is used. By invoking the image of an elevated nose, the expression captures the essence of haughtiness and arrogance. Just as the physical act of raising one's nose conveys an attitude of looking down upon others, the phrase serves as a metaphor for the subject's belief in their own superiority. The expression "طلع من خشمي" , it is out of my nose, is used when one is exasperated or fed up. It is an informal way of saying "I have had enough and reached my limits." These expressions are not only linguistic tools. They act as mirrors reflecting the core values of Aseer culture – warmth, determination, humility, respect, and emotional expression – while demonstrating the intricate interplay between language and culture.

The richness of nose-related expressions in Aseer culture, as explored through the lens of Conceptual Metaphor Theory (CMT) and the Embodiment Hypothesis, showcases how the physicality of the nose is metaphorically extended to convey profound cultural meanings. The expression "على خشمي" exemplifies the embodiment of willingness, aligning with CMT by mapping the tangible act of something on the nose to the abstract concept of wholehearted commitment. The subsequent responses, "عليه الشحم" and "عليه الطيب," further embody cultural values, illustrating generosity and hospitality through the metaphorical association of pleasant scents and valuable fats. The assertive expressions like "رافع خشمك" and "من فوق خشمك" draw on bodily imagery to signify determination, urgency, and arrogance, linking back to the embodiment hypothesis. Finally, "طلع من خشمي" links the physical act of something coming out of the nose to the abstract concept of reaching one's limits, embodying the emotional experience of exasperation. These nose-related expressions serve as linguistic mirrors reflecting the core values of Aseer culture, emphasizing the intricate interplay between language, embodiment, and cultural nuances.

Eyes

The term "عيوني" meaning "my eyes," frequently finds its place in politeness expressions. Metaphors utilizing this concept in politeness formulations seem to center around the significance of the eye as a vital sensory organ and, consequently, as a possession of deep emotional value. Table 4 shows eye expressions. The expression "في عيوني" meaning in my eyes, serves as a potent way to pledge unwavering protection, particularly in cases where the speaker is entrusted with safeguarding valuable items or taking care of someone, often a minor.

Table 4

Eyes Expressions

Eyes Expression	IPA Transcription	Literal Meaning	Actual Meaning
في عيوني	/fi ʕujuni/	In my eyes	a strong commitment to safeguarding or taking care of something or someone with utmost dedication
من عيوني	/min ʕujuni/	From my eyes	An answer to requests, absolutely (informal)
عيني/عيوني	/ʕjni/ or /ʕjuni/	My eye(s)	Address or respond to someone who is dear to you (informal)
يا حبة عيني	/ja ħabbat ʕjni/	You are the pupil of my eye	Address or respond to someone who is dear to you (informal)

Another expression is "من عيوني", which translates to "from my eyes." In situations where someone makes a request, the person being asked might respond with "من عيوني," conveying a strong commitment to fulfill the request with pleasure. This expression, however, is informally used and reserved for close family members and relatives, typically not used when interacting with individuals of the opposite gender. It showcases a heartfelt willingness to go

out of one's way to accommodate the request, further underscoring the close and affectionate nature of the relationship.

Address terms using the word 'My eye(s)' imply a metonymy of endearment and are highly informal. Examples like "ياعيوني," meaning my eyes, or "ياحبة عيني" meaning pupil of my eye, express deep affection, often for close family members.

The metaphor "EYE IS A CONTAINER," discussed by Lakoff and Johnson (1980), Heine (2014), and Kraska-Szlenk (2014), is evident in the expressions in Table 4. The first two examples resembles the eye as a container. "LOVED ONES ARE THE EYE OF THE LOVER" is the conceptual metaphor in other examples.

While similar to the "heart" metaphor, the "eye" metaphor emphasizes human beings and valuables. While there are instances where "EYE IS THE LOCUS OF EMOTION" holds true, the context here emphasizes intense love and care. These usages of 'eye' in Aseer dialect of Arabic illustrate its rich symbolism, reflecting emotions, endearment, politeness, and character traits across various idiomatic expressions.

Hands

In the Aseer dialect of Arabic, the formulation of politeness formulas related to the hands reveals a rich interplay between conceptual metaphor theory and the embodiment hypothesis. Across 29 instances of such formulas, as depicted in Figure 1, speakers leverage metaphors rooted in embodied experiences and cultural associations to convey nuanced meanings.

As shown in Table 5, the formula والله انك يدي اليمين directly taps into the Conceptual Metaphor PART FOR WHOLE. Here, the "right hand" serves as a metaphor for trustworthiness and reliability. The embodied experience of relying on one's right hand for various tasks extends metaphorically to describe someone as a trustworthy assistant, demonstrating the cognitive bridge between physical actions and metaphorical meanings.

Table 5
Hands Expressions

Hands Expression	IPA Transcription	Literal Meaning	Actual Meaning
والله انك يدي اليمين	walläh ʔinnk jadi l.jamiːn	You are my right hand	You are my trustworthy assistant.
أنت صاحب اليد العليا	ʔanta ṣaːħib ʔal.jad il.ʕelia	You are the owner of the upper hand	You are the leader and the one who has control.
أياديك بيضاء	ʔajaːdjek bajiːdā	Your hands are white	You are always generous and helpful to people

Another expression, أنت صاحب اليد العليا intricately weaves together the spatial orientation metaphor of UP–DOWN from CMT. By referring to someone as the "owner of the upper hand," the metaphor extends to signify control and leadership. The embodiment hypothesis posits a

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connection between bodily experiences of physical dominance and the metaphorical extension to authority, emphasizing the cognitive underpinnings of linguistic expressions.

A third expression, أياديك بيضاء employs the metaphorical use of color, where "white" symbolizes purity and cleanliness. The hands, as extensions of actions, metaphorically convey generosity and helpfulness. The conceptualization of "clean" hands extends to morally upright actions, highlighting the embodiment of moral values in linguistic expressions related to politeness. In these instances, Aseer dialect speakers showcase how cognitive processes, influenced by embodied experiences and cultural metaphors, intricately shape language use. The analysis underscores the complex interplay between language, culture, and cognition in the construction of politeness formulas related to the hands.

The analysis of politeness formulas related to various body parts in the Aseer dialect of Arabic unveils the cognitive bridges between embodied experiences, cultural metaphors, and linguistic formulations. The top five occurrences—face, head, nose, eyes, and hands—have been examined, shedding light on the diverse ways in which Aseer speakers construct polite expressions. Notably, the dataset extends beyond those body parts to include bones, heart, moustache, and beard, totalling 18 instances labelled as other in Figure 1.

Devotion Politeness Formulas

In the upcoming section, we will delve into politeness formulas linked to devotion. These devotion-related formulas were systematically classified into two overarching themes: death and pain, encompassing 50 formulas associated with death and 40 formulas related to pain as seen in Figure 2.

Figure 2

Classification of Devotion Politeness Formulas
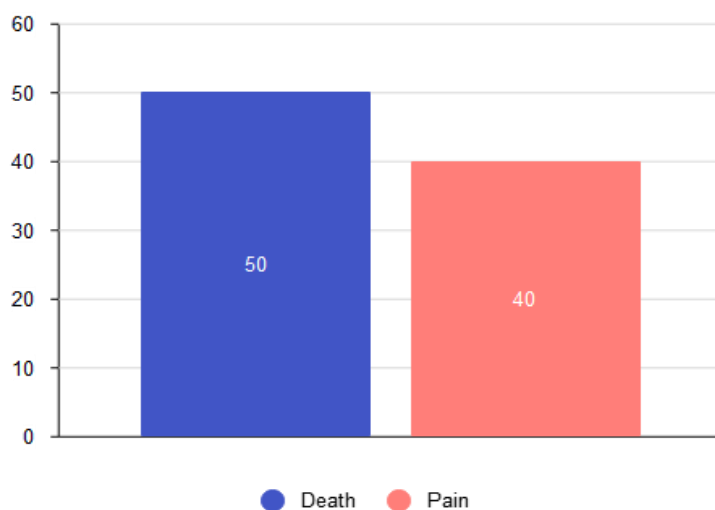
Death

In the Aseer dialect of Arabic, the death-related formulas within the dataset, constituting 50 formulas, reveal a profound cultural and emotional connection between speakers and their addressees. These expressions are scenarios in which speakers express their genuine willingness to sacrifice their own lives for the well-being of their loved ones. This

cultural phenomenon aligns with the conceptual metaphor theory and embodiment hypothesis, showcasing how linguistic expressions reflect embodied experiences and cultural values.

The formulas encompass a range of sentiments tied to mortality as shown in Table 6. For instance, "الله يطعني عنك" literally translates to "I redeem you with myself," illustrating a sincere commitment to taking on the mortality of the addressee. This reflects a strong metaphorical gesture of self-sacrifice, rooted in the embodiment of love and affection.

Table 6

Death-themed Formulas

Death Expression	IPA Transcription	Literal Meaning	Actual Meaning
الله يطعني عنك	/ʔalla yaṭʕanni ʕnk/	I redeem you with myself	These formulas refer to genuine willingness to bear mortality on behalf of the person to whom it is directed.
الله يجعلك ذا يدليني في قبري	/ʔalla yjʕlk ðā yedlli:ni fi: qabri/	May God make you the one who places me in my grave	
الله يسبق بي	/ʔalla yesbuq bi:/	May I die before you	
جعلني فداك	/jeʕlni fda:k/	May I be sacrificed for you	

Similarly, "الله يجعلك ذا يدليني في قبري" expresses a wish for the addressee to be the one placing the speaker in their grave. This vivid scenario symbolizes a profound connection, with the speaker desiring their loved one to be present even in the final moments of their life, highlighting the deep emotional bond. In addition, this formula ensures that the speaker will precede in death, sparing himself from experiencing the pain of losing them if they die first.

The formula "الله يسبق بي" conveys the hope that the speaker dies before the addressee, showcasing a desire to spare their loved one the pain of loss. This expression embodies the cultural value of protecting others, reflecting the intertwining of linguistic expressions and embodied experiences.

Another popular formula is "جعلني فداك", meaning "May I be sacrificed for you." It further exemplifies the embodiment of sacrifice and devotion. This formula emphasizes the speaker's willingness to offer their life in exchange for the well-being of the addressee, showcasing the depth of love, respect, and commitment.

The popularity of these death-related expressions in the Aseer dialect underlines the cultural significance of self-sacrifice and profound emotional connections within the community. The use of death as a metaphorical construct in language emphasizes the intricate interplay between cultural values, embodied experiences, and linguistic expressions in the Aseer society.

Pain

Politeness formulas related to pain, showcased in Table 7, provide insights into the interplay of Conceptual Metaphor Theory (CMT) and the Embodiment Hypothesis. These linguistic expressions not only serve as communicative tools but also encapsulate a profound connection between language, emotions, and lived experiences.

Table 7

Pain-themed Formulas

Pain Expression	IPA Transcription	Literal Meaning	Actual Meaning
بي عنك	/bi ʕank/	I take your pain	May I bear it instead of you
الله يجعلني آخذ ضيمك	/Allah yjʕalni ʔāk͟uḏ ḏaymk/	May I take your pain	May God make me take your burden
الله لا يطعمني حزنك	/Allah lā yiṭʕmni ḥuznk/	May I not taste your sadness	May I not experience the sorrow of losing you
جعله بعمري	/d͡ʒeʕlah bʕumri/	May what you have be in me	May I bear the difficulties you are experiencing
فيني ولافيك	/fīnī w-lā fīk/	May what you have be in me not in you	May I bear your pain on your behalf

The first formula, بي عنك utilizes the metaphor of taking pain, embodying the speaker's willingness to bear the emotional burden on behalf of the addressee. Through this linguistic construct, the speaker metaphorically shares the physical and emotional load, reinforcing the notion of empathy and shared experiences. The metaphorical use of "taking" pain underscores the embodied nature of the expression, symbolizing the speaker's commitment to relieving the addressee's sorrow as shown in الله يجعلني آخذ ضيمك. This linguistic embodiment reflects a shared emotional experience, where the speaker wishes to physically carry the burden of the other's pain.

Through the metaphor of "tasting" pain, this formula, الله لايطعمني حزنك, links the experience of sadness to a sensory metaphor. The speaker expresses a fervent wish to avoid the emotional impact of the addressee's sorrow, embodying a desire to shield themselves from the negative emotions associated with the other's distress. The metaphorical wish for what the other person has to be in the speaker is repeated in may formulas like جعله بعمري . It reflects a desire to share in the difficulties and challenges experienced by the addressee. This expression embodies a commitment to bear the hardships on behalf of their loved one, further illustrating a shared existence and mutual emotional support.

The metaphorical use of "in me" and "not in you" signifies the speaker's readiness to endure the pain on behalf of the addressee. This linguistic embodiment emphasizes the speaker's empathetic connection and willingness to bear the emotional burden, showcasing a deep sense of shared experience and emotional commitment. In these pain-themed formulas, the Aseer speakers leverage embodied metaphors to convey their emotional states and deepen interpersonal bonds. These expressions not only reflect shared experiences but also embody a physical and emotional connection.

Discussion

Studying politeness formulas in the Aseer dialect aligns with the idiomatic nature of these formulas, as emphasized by Coulmas (1979), and delves into the embodied nature of language, drawing on Lakoff and Johnsons' (1980) Conceptual Metaphor Theory and the Embodiment Hypothesis. The unique linguistic features in the Aseer dialect of Arabic, due to its geographical and historical isolation (Alqahtani, 2015), necessitate a focused analysis, highlighting the contribution of our research in addressing the scarcity of detailed studies in this specific linguistic context.

The incorporation of body parts into politeness formulas, inspired by Lakoff (1987) and Barsalou's (1999, 2003) work on the integration of bodily experiences into cognitive categorization, adds a distinctive layer to our analysis. This resonates with Pelkey's (2023) recent work on embodiment and language, providing a theoretical background for understanding how the body, through metaphorical language, shapes the conceptualization of politeness in the Aseer dialect of Arabic.

The semantic analysis conducted in this study, particularly through the exploration of figurative formulas employing conceptual metaphors and metonymies, plays a crucial role in enriching the pragmatic aspect of politeness expressions, aligning with Brown and Levinson's framework (1987). While Brown and Levinson primarily focus on linguistic strategies to mitigate face-threatening acts (FTAs) and uphold politeness, our examination of figurative language delves into the underlying conceptual metaphors and metonymies that shape these politeness formulas. By unraveling the metaphorical extensions and metonymic associations within politeness formulas, we uncover the implicit cultural values embedded in the Aseer dialect.

The first research question investigate the way speakers of the Aseer dialect employ metaphor and metonymy in the construction of politeness formulas. The analysis showcases that conceptual metaphors are utilized to convey politeness by drawing on underlying cognitive mappings that map abstract concepts onto more concrete, tangible domains. For instance, expressions such as "May I bear your pain" (بي عنك) employ the metaphor of carrying a burden, where the speaker metaphorically takes on the emotional or physical pain of the addressee. Additionally, metonymies play a crucial role in politeness formulas, allowing speakers to use one element to represent another in a contextually meaningful way. An example is found in the formula "May what you have be in me" (جعله بعمري), where the speaker employs metonymy to express a willingness to share or bear the hardships and challenges faced by the addressee. Both metaphor and metonymy in politeness formulas contribute to the creation of nuanced, culturally embedded expressions that go beyond surface-level linguistic structures, offering a deeper understanding of how Aseer speakers navigate politeness through figurative language.

The second research question addresses the underlying concepts used in politeness formulas and the way these concepts relate to the cultural values of the Aseer community. The analysis indicates that politeness formulas are not merely linguistic constructs but rather reflections of cultural norms and interpersonal dynamics. Both the body-part politeness formulas and the devotion formulas encompass the underlying concept of empathy and shared emotional burdens. Aseer speakers employ this trope to convey a profound sense of

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compassion and a willingness to bear the suffering of the addressee. This aligns with cultural values emphasizing communal support and the significance of emotional bonds within interpersonal relationships. In addition, the formulas underscore the concept of shared experiences, challenges, solidarity, self-sacrifice, and interconnectedness within the Aseer community. Thus, these underlying concepts reveal a cultural ethos that prioritizes empathy, shared responsibilities, and mutual support, shaping the pragmatic functions of politeness formulas in the Aseer dialect of Arabic.

The third question focuses on the patterns or characteristics in the genre of politeness formulas in the Aseer dialect of Arabic. The politeness formulas observed in the Aseer dialect of Arabic exhibit three prominent patterns: supplicating to Allah, expressing selflessness, and utilizing terms of endearment. Each of these patterns serves distinct linguistic and cultural functions, contributing to the overall politeness strategies in this speech community.

Firstly, supplicating to Allah is a prevalent pattern in these formulas, reflecting the deeply ingrained religious and cultural values of the Aseer community. By invoking Allah, speakers express humility, dependence, and a sense of shared vulnerability in the face of challenges. This pattern not only adheres to the cultural importance of seeking divine assistance but also serves as a polite way to express empathy and concern for the interlocutor, as the speaker places the matter in the hands of a higher power.

Secondly, expressions of selflessness are evident in the formulas, where speakers willingly denigrate themselves in the process of expressing care and support for the addressee. This selflessness goes beyond mere linguistic politeness and delves into a genuine willingness to endure pain or challenges on behalf of the interlocutor. It showcases a profound sense of solidarity, emphasizing communal bonds and the speaker's readiness to sacrifice personal well-being for the sake of the other.

Lastly, the use of terms of endearment to praise and compliment the addressee adds another layer to the politeness formulas. By employing affectionate language and expressions of praise, speakers convey a positive attitude and deep respect towards the interlocutor. This pattern emphasizes the importance of maintaining positive face, contributing to the creation and reinforcement of social bonds. Terms of endearment, in this context, function as linguistic tools to uplift the addressee and foster a positive interpersonal relationship.

In addition, our study contributes to existing literature by providing a detailed examination of politeness formulas in the Aseer dialect, bridging the gap in the scarcity of studies on southern Saudi dialects. This addition aligns with the theoretical framework, offering a more comprehensive view of body part expressions in Aseer dialect adding it to the various languages and cultures investigated before (Al-Adailah, 2012; Al-Ramahi, 2016; and Kövecses, 2005, 2010).

Limitations and Implications

The present research has certain limitations that warrant acknowledgment. Firstly, the study's focus on the Aseer dialect restricts the generalizability of our findings to a broader Arabic linguistic context. The Aseer region's unique linguistic features and cultural distinctiveness may limit the applicability of our results to other Arabic dialects. Future

research should encompass a more diverse range of dialects to establish a comprehensive understanding of politeness formulas across Arabic varieties. Secondly, the absence of recorded or analyzed context in our research positions it more as a semantic analysis rather than a pragmatic analysis. The study would benefit from incorporating authentic examples of utterances between interlocutors, integrating face theory, and exploring Face Threatening Acts (FTAs) to provide a more holistic examination of politeness formulas in communicative contexts.

On the other hand, the identified limitations open avenues for future research to build upon and extend our findings. First and foremost, researchers could conduct a comparative analysis across various Arabic dialects, investigating the universality and variability of politeness formulas. This would involve exploring how different linguistic and cultural factors shape politeness strategies in diverse Arabic-speaking communities. Expanding the scope beyond Arabic dialects, researchers could engage in cross-linguistic and cross-cultural comparisons, exploring politeness formulas in different language families. This broader perspective would contribute to a more comprehensive understanding of politeness across diverse linguistic and cultural landscapes.

Additionally, our research hints at the potential applications of politeness studies in various domains, including cross-cultural pragmatics, ethnographic studies, semantic mapping, conceptual metaphor analysis, and cultural preservation and revitalization. Future studies could delve deeper into these areas, exploring practical implications and applications in real-world contexts.

Conclusion

The present research provides a comprehensive exploration of politeness formulas within the Aseer dialect, unraveling the intricacies of metaphor and metonymy utilization. By employing Conceptual Metaphor Theory and the Embodiment Hypothesis, we unveil the profound connection between language, culture, and embodied experiences in the formation of politeness formulas. The incorporation of body parts and devotion formulas within politeness constructs adds a unique layer to our understanding, emphasizing the interplay of linguistic and cultural dimensions. While this study marks a significant step in unraveling the politeness formulas specific to the Aseer dialect, it concurrently sets the stage for future investigations. The findings contribute not only to the discourse on politeness theories and semantics but also open avenues for further research into the multifaceted dimensions of politeness across diverse linguistic and cultural landscapes.

Bio

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Nonconcatenative Morphology of MSA
as Represented by Deverbal Verbs

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الملخص

تتناول الدراسة الأفعال المزيدة في اللغة العربية واقتباسها من مصادر الفعل، وكيفيةُ توزيعُ أصوات الفعل المزيد على "الصرف اللاتتابعي-nonconcatenative morphology"؛ ولقد اعتنى اللغويون العرب أشدَّ العناية بشرح الأفعال المزيدة، ولم يجد الباحث بعد البحث والتحري ما يشابه تلك الكتابات والمؤلفات منشوراً باللغة الإنجليزية. وكما أن معرفة تغير معنى الفعل المزيد بالتزامن مع تغيير تركيبته مما يجذب عناية اللغويين؛ فقد وضَّح الباحث طريقة اقتباس الفعل المزيد باستخدام "الطبقات الصرفية المستقلة-autosegmental morphology". وتقوم الدراسة على جمع البيانات بالاستناد إلى: موقع (المكتبة الشاملة)؛ وذلك لجمع الأمثلة المستخدمة في البحث. وموقع (المعاني الإلكتروني)، وذلك للتأكد من سريان استخدام أمثلة الأفعال المزيدة. وخَلُصَت الدراسة إلى: أن معنى الفعل المزيد يشغل طبقةً مستقلةً عن طبقة معنى مصدر الفعل، وذلك ملاحظٌ عند مقارنة الفعل: "تَضَرَّب" [taDar:aba] مع الفعل "ضَرَب" [Daraba] مثلاً مع تأمل معنى المزيد "ضرَّب" نفسه في هذا المثال. وحيث أنه من المتوقع وجود فعلٍ مزيدٍ لكل مصدر فعلٍ إلا أن ذلك لم يكن مطابقاً للواقع، وقد عُزيَ ذلك إلى "قواعد ترابط الأصوات العربية -phonotactics" وتعذر تركيب المعنيين-معنى المصدر مع معنى الزيادة "semantic oddities" في كلمة واحدة. كما يدعو الباحث أن يُتَناول موضوع الأفعال المزيدة بحثاً في لغات أخرى ذات صرفٍ مشابهٍ لصرف اللغة العربية باستخدام "نظرية مثالية البنية -Optimality Theory".

Abstract

The present paper considers how the derivation of deverbal verbs occurs in Arabic, a language with nonconcatenative morphology. As Arabic linguists have carefully investigated Arabic deverbal verbs, English literature lacks such investigations. Demonstrating how a word modifies meaning while explaining the intriguing nonconcatenative morphology of Arabic are reasons for considering deverbal verbs. To illustrate the hierarchical structure of Arabic deverbal verbs efficiently, autosegmental analysis was used. Arabic manuscripts and Modern Standard Arabic (MSA) dictionaries, using the Alshamela search engine and the Almaany search engine, were consulted to create a list of deverbal verbs. The manuscripts were utilized to find the initial lists, while the dictionaries were used to filter the list to only include the current deverbal verbs. The author found MSA deverbal verbs are derived through nonconcatenative morphology. The meanings of deverbal verb particles were concluded to belong to an additional autosegmental tier that is distinct from the tier of the root meaning. Notice how the meaning of the deverbal verb تضرّب [taDar:aba] 'hit oneself' as an intransitive verb retains the root meaning of ضرب [Daraba] 'hit' and adds the deverbal meaning indicating the action happening to oneself. It had been expected that all the verb roots would interact with the deverbal verb templates; however, this was not the case. These morphological gaps were attributed to violations of MSA phonotactics or semantic oddities. Further investigation of the deverbal verbs, considering other languages with nonconcatenative morphology, while investigating the deverbal verb meanings from an Optimality Theory perspective, presents promising plans for future research.

Keywords: *Arabic morphology, autosegmental, deverbal meanings, Modern Standard Arabic, MSA, nonconcatenative morphology*

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Introduction

Linguists have been interested in Arabic nonconcatenative morphology for decades. Although previous research written in English concerning Arabic verbs has focused on inflections, the study of Arabic verbs reveals derivation processes that indicate meaning change. The inflectional system in Arabic is based on standard grammatical rules. Conversely, the deverbal system arises in response to how people use it in practice. In this sense, in Arabic, the inflectional system is prescriptive, whereas the deverbal system is descriptive. This study analyzed the nonconcatenative morphology of triliteral deverbal verbs, focusing on how they are inflected in Modern Standard Arabic (MSA). It examined the morphological approach to representing morphological tiers in the presence of an added semantic dimension that is independent of the one represented by the root. The data sources consulted included classical and modern standard Arabic dictionaries, the Almaany dictionary, and Arabic books, accessed via a multi-thousand book search engine. Each deverbal verb represented a special meaning and valence. Some tokens were not verified by some deverbal verb templates, which can be attributed to phonological, semantic, and morphological compatibility.

Deverbal verbs serve diverse meanings. Such meanings are not added to indicate speech acts, i.e., the phenomenon of adding or changing the meaning of predicates to change a form classification by means of derivation.[1] Rather, their meanings are descriptive in the sense that the users of the language determine which morphophonological structures represent what lexical meanings. The structure of these meanings is nonconcatenative in nature. This is to say, the constellation of sounds that denote meaning is dispersed around the word.

Literature Review

The approach used to examine Arabic morphology has been conceptualized as word-to-word or stem-to-stem (McCarthy, 1993, McOmber, 1995, Ratcliffe, 1998, Benmamoun, 2003, Ussishkin, 2003). In this framework, the words [jaktubu:n] *they are writing presently*, [takatabna] *they wrote an agreement together*, [maktu:bun] *has already been written*, are all derived from the stem [kataba] *he wrote*. This approach to Arabic morphology has been adopted for the present study, as it emphasizes the relation between the stem and the related words, also indicating reasons for modifications to the form.

To indicate the nonconcatenative nature of Arabic morphology, McCarthy (1981) employed what was then an innovative approach, placing derivational affixation to resolve the problem of non-consecutive sounds belonging to a single morpheme. He established that Arabic bound morphemes should not be represented using a traditional linear system, as there is no rule governing whether they are attached to either or both sides of the word. He proposed a separate morphological tier to demonstrate how they are diffused around and in between the sounds of the stem. For example, a word such as [jaktubu:na] *write-3PL-MASC-PRE* is initially derived from the word [kataba] *write-3SG-MASC-PAST*, which also represents the root. Notice how the added and changed sounds and particles are not only attached to either end of the stem in such examples.

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[1] An example of this in English is when deriving the causative, inchoative, and resultative forms from the adjective, e.g., straighten, straighten, and straightened, from straight.

Bisele and Eisele's (2002) analysis of Arabic verbs involved representing vowels and consonants without static values by implementing a marking system to indicate any vowel and any consonant. This approach to representing sounds is economical, revealing the word form before derivation and how the derived word arose. This representation offers a convenient way to compare the before and after forms.

Nonconcatenative morphology is a complex field, due to the many possible structures available (Fullwood, 2018). Verb to noun derivation has emerged as common in several studies (García, 2011; Gurevich et al., 2008; Ferrari-Bridgers, 2009; Taher, 2015; Tsujimura, 1992; Meinschaefer, 2005). However, deriving a verb from another verb and altering its meaning is significantly less common, as reported in studies such as Kangasmaa-Minn (1987), Kasık (1997), Vanhala (2022), and Grandi (2015). English deverbal verbs are formed by adding the prefix 'be-' to verbs, altering the meaning and valence of the original verb as in 'beblast' and 'beblind' (Cetnarowska, 1993; Kim et al., 1991; Nagano, 2013). Kim et al. (1991) illustrated how alternatives such as 'flied' and 'flew' can both represent the past of 'fly', with 'flied' used in specific contexts, such as in softball. Another aspect of deverbal verbs in English concerns the prefixation of verbs to form the negation particle before the verb meanings. For example, 'undress' and 'dislike', are derived from 'dress' and 'like', respectively (Cetnarowska, 1993). The additional meanings added as part of this deverbal process are found to add the meanings, to intensify, to cover, and to affect, among other meanings (Nagano, 2013).

Languages other than English offer various alternative fields for investigating deverbal verbs (Grandi, 2015; Kangasmaa-Minn, 1987; Kasik, 1997; Vanhala, 2022). For example, Estonian and Finnish deverbal verbs can be derived to transform intransitive verbs from transitive causative and transitive ones to intransitive reflexive and passive ones (Kasik, 1997). Prussian Lithuanian deverbal verbs have also been identified and evaluated; they add meanings such as 'to start' to alter the verb's root meaning (Vanhala, 2022). Italian deverbal verbs have also been noted to add some meaning to the original meaning of the verb; for example, the added meanings of 'insistence' and 'repetition' (Grandi, 2015). The added meanings of some functions attached to the verb have further been identified in Finno-Ugric languages. The deverbal verbs show an added meaning, changing from intransitive to transitive[2] (Kangasmaa-Minn, 1987).

Deverbal verbs in Estonian and Finnish, Prussian Lithuanian, Italian, and Finno-Ugric add an extra non-inflectional meaning to the meaning conveyed by the verb. Notably, all the deverbal verbs examined in these languages were created linearly, i.e., by concatenative affixation (Grandi, 2015; Kangasmaa-Minn, 1987; Kasik, 1997; Vanhala, 2022).

Methodology

This study initially involved collecting all deverbal verbs labeled مزيد [mazi:d] in Arabic by searching for the phrase الفعل المزيد [alfiʕalmazi:d], '*the verb with added component*', in the Alshamela library. The reason for using this phrase is that المزيد [almazi:d] meaning *with added component*, is the word used to refer to the deverbal verb in Arabic, while the word الفعل [alfiʕ] specifies that the search includes a context related to verbs, excluding all other uses of the word المزيد [almazi:d]. The search was further modified to include books published since the 1900s

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[2] The deverbal 'raise' is derived from rise, and chew is derived from bite for example.

(the period around which MSA was established), thereby including books in MSA. This aligns with Giolfo and Sinatora's (2018) dating of the establishment of MSA. Additionally, the search was modified to only include linguistics books, which made it possible to focus on technical linguistic discussion.

This search resulted in 6059 entries. Each of these entries was investigated in the relevant texts, and all the instances of deverbal verbs were added to the data for consideration. To determine which of these deverbal verbs are in current usage in MSA, each one was searched for using the Almaany search engine. All the results were found in the Almaany search engine. All relevant word entries were then included for further consideration, and all irrelevant cases excluded. Relevance was determined by whether the word entry related to deriving deverbal verbs from other verbs or not, i.e. whichever is related is relevant. Ten forms were found in the Alshamela library and nine as word entries in the Almaany search engine. The sources for the deverbal verb examples were found in Qabawah (1973), Juwaidi (2012), Alfatli (1985), Haroon (1988), Almidani (1993), Qabawah (1996), Alhamlawi (2020), Yaqub (2001), Alothaimin (2007), and Shiha (2022). This study presents ten forms illustrated in Table 1. The nine examples identified in the Almaany search engine are then exemplified in the subsequent tables, derivational rules, and autosegmental skeleton[3].

The resulting examples were approached employing a stem-to-stem and root-to-root derivation framework (McCarthy, 1993; McOmber, 1995; Ratcliffe, 1998; Benmamoun, 2003; Ussishkin, 2003). The derivation rules written in this study were adapted from Bisele and Eisele's approach (2002), because it affords a convenient demonstration of the basic modifications resulting from the derivation. For the autosegmental analysis, McCarthy's (1981) approach was adopted, integrating the autosegmental demonstration within a table, as explained in Almirabi (2021). The reason for using the autosegmental approach was to demonstrate the nonconcatenative nature of MSA. The modification by Almirabi (2021) is also important, as it offers a more extensive overview of the different factors that contribute to establishing MSA verbs.

Data Analysis

Table 1 includes the templates of the most common deverbal verbs, depicting how their roots and additional meaning particles are distributed.

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[3] The [faʕ:ala], [faʕala], [ʔafʕala], [tafaʕ:ala], [tafa:ʕala], [ʔinfaʕala], [ʔiftaʕala], [ʔifʕal:a], and [ʔistafʕala] are the ten forms found in Alshamela. Examples of all these forms were found in the Almaany except for [ʔistafʕala]. This necessitated investigating only nine of the ten forms.

Table 1

Distribution of Deverbal Particles around and within Verb Roots - Templates

Deverbal Sense Root
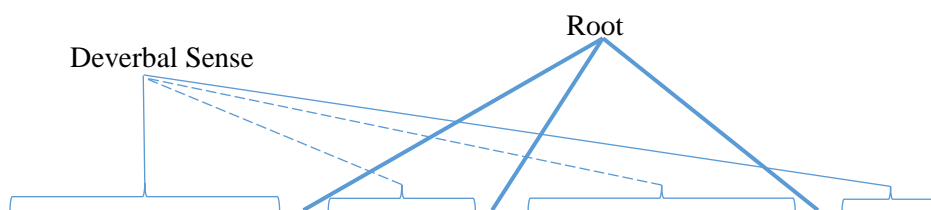
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
فعل	f(a)ʕ(a)l(a)						f		a		ʕ		a				l		a
فَعَّلَ	[faʕ:ala]						f		a		ʕ	:	a				l		a
فاعَلَ	[faʕala]						f		a	:	ʕ		a				l		a
أفْعَلَ	[ʔafʕala]	ʔ	a				f				ʕ		a				l		a
تَفَعَّلَ	[tafaʕ:ala]	t	a				f		a		ʕ	:	a				l		a
تَفاعَلَ	[tafa:ʕala]	t	a				f		a	:	ʕ		a				l		a
إنْفَعَلَ	[ʔinfaʕala]	ʔ	i	n			f		a		ʕ		a				l		a
إفْتَعَلَ	[ʔiftaʕala]	ʔ	i				f	t	a		ʕ		a				l		a
إفْعَلَّ	[ʔifʕal:a]	ʔ	i				f				ʕ		a				l	:	a
استَفْعَلَ	[ʔistafʕala]	ʔ	i	s	t	a	f				ʕ		a				l		a
إفْعَوْعَلَ	[ʔifʕawʕala]	ʔ	i				f				ʕ		a	w	ʕ	a	l		a

Table 1 allows a comparison between the additional parts of the deverbal templates. It shows that alongside the three templatic consonants /f/, /ʕ/, and /l/, there is a templatic vowel, which always occurs between the second and third templatic consonants, resulting in Rule 1. This templatic vowel occurs in all the examples given, except for one found to be related to the template ʔiftaʕala. This was discussed when dealing with the template below. In addition, the stressed syllable is the one that precedes the final syllable in all the templates. Also, an optional syllable occurs prior to the stressed syllable. This syllable either starts with a glottal stop, which is phonetically omitted at normal speech rate, or with a voiceless alveolar stop. There is also a glottal stop to start the verb patterns, and all the deverbal verbs start with a stop consonant when the syllable is unstressed.

Rule (1)

CCaCa → (CV(C))ˈCV(C)C(VC)

Rule 1 summarizes all the attested forms of the deverbal verbs. It demonstrates that we can encounter a minimal number of three consonants in every verb, followed by a vowel, while the final syllable is either closed or has a second member in the consonant geminate. This creates from one to three closed syllables.

The autosegmental structures of the samples, which represent the different types of consonant-vowel distribution, were analyzed drawing on the several examples found in the aforementioned sources. Notably, not all the deverbal structures were possible, due to semantic oddness, complexity, or phonetic difficulties. Consider Table 2 for the acceptability of structure examples.

Table 2

Interaction of Different Structures with Added Deverbal Meanings - Templates and Examples

	Deverbal meaning and valence	template	No-vowel root (sound)[4]		Vowel-initial root (weak)		Vowel-medial root (weak)		Vowel-final root (weak)	
Root	structure	فعل f ʕ l	ضرب D r b	جمع ʒ m ʕ	أكل a k l	أمر a m r	تاب t a b	صام S a m	مشى m ʃ a	نسى n s a
	Root meaning →	-	hit	collect	eat	command	repent	fast	walk	forget
	Added Meaning ↓									
Deverbal forms	1 transitive, taking dative	فَعَّلَ [faʕ:ala]	ضرّب [Dar:aba]	جمَّع [ʒam:aʕa]	أكّل [ʔak:ala]	أمّر [ʔam:ara]	توّب⁵ [taw:aba]	صوّم [Saw:ama]	مشّى [maʃa:a]	نسّى [nas:a]
	2 transitive, taking sociative	فاعَلَ [fa:ʕala]	ضارب [Daraba]	جامع [ʒamaʕa]	أكل [ʔa:kala]	أمر [ʔa:mara]	-	-	ماشى [ma:ʃa]	ناسى [nasa]
	3 transitive (results in absolutive or benefactive)	أفعَلَ [ʔafʕala]	أضرب [ʔaDraba]	أجمع [ʔaʒmaʕa]	-	-	-	-	أمشى [ʔamʃa]	انسى [ʔansa]
	4 intransitive, taking agentive)	تَفَعَّلَ [tafaʕ:ala]	تضرّب [taDar:aba]	تجمَّع [taʒam:aʕa]	تأكّل [taʔak:ala]	تأمّر [taʔam:ara]	-	-	تمشّى [tamaʃ:a:]	تنسّى [tanas:a:]
	5 intransitive, taking agentive and/ or ergative	تَفاعَلَ [tafa:ʕala]	تضارب [taDa:raba]	تجامع [taʒa:maʕa]	تأكل [taʔa:kala]	تأمر [taʔa:mara]	-	-	تماشى [tama:ʃa:]	تناسى [tana:sa:]
	6 passive-intransitive, taking essive case	إنفَعَلَ [ʔinfaʕala]	انضرب [ʔinDaraba]	انجمع [ʔinʒamaʕa]	-	-	-	-	-	-
	7 intransitive, taking absolutive or benefactive	إفتَعَلَ [ʔiftaʕala]	اضطرب [ʔiDTaraba]	اجتمع [ʔiʒtamaʕa]	-	-	-	-	امتشى [ʔimtaʃa:]	انتسى [ʔintasa:]
	8 intransitive, taking translative	إفعَلَّ [ʔifʕal:a]	اضربّ [ʔiDrab:aa]	-	-	-	-	-	-	-
	9 intransitive, taking requestive	استفعل [ʔistafʕala]	استضرب [ʔistaDraba]	استجمع [ʔistaʒmaʕa]	استأكل [ʔistaʔkala]	استأمر [ʔistaʔmara]	-	-	استمشى [ʔistamʃa:]	-

The no vowel-root examples ضرب [D r b] and جمع [ʒ m ʕ] occurred with all deverbal meanings except for '*became flawed with*', due to semantic oddness. The roots أكل [a k l] and أمر [a m r] occur with those deverbals that do not start with a glottal stop, except when the glottal stop is not in the same syllable, in accordance with the phonotactics of Arabic. The roots تاب [t a b] and صام [S a m] occurred only with transitive, taking dative deverbals. Finally, the roots مشى [m ʃ a] and نسى [n s a] occurred with all deverbal forms, except when the meaning combined passive-intransitive, taking the essive case together with the intransitive, taking the translative. In other words, joining these meanings indicates a passive occurrence of self, becoming flawed due to semantic difficulty. Intransitive taking the requestive is another deverbal meaning, with no example of نسى [n s a], which is not marked by semantic, morphological, or phonetic constraints.

However, such an example was not attested to in the sources for the examples used in this paper, as noted above. The following derivational rules are given to illustrate the morphological processes occurring to the deverbals. The derivational processes of the deverbals فَعَّلَ [faʕ:ala], creating the transitive, taking dative and فاعَلَ [fa:ʕala] the transitive, taking sociative, are as demonstrated below in Rules (2) and (3).

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[4] The parenthesized terms indicate the

[5] "توب: تَوَّب: حمله على التوبة، جعله يتوب (تكملة المعاجم العربية)" [taw:aba] means 'talked to someone to repent' or 'made him repent' (Almaany, retrieved 5/2/2023).

Rule (2)

$C_1aC_2aC_3a$ → $C_1aC_2{:}aC_3a$

Rule (3)

$C_1aC_2aC_3a$ → $C_1a{:}C_2aC_3a$

Both derivations share the same placement of the root constituents, with instances of gemination occurring at the onset consonant of the second syllable, and in the nucleus vowel also in the second syllable, as in Rules (2) and (3) respectively. The deverbal constituents occupy the nucleus positions for both syllables in both verbs, the coda position for the first syllable in the first verb, and the onset position for the second syllable in the second verb.

The deverbal أَفْعَلَ [ʔafʕala] '*results in absolute or benefactive*' is derived from the root by applying Rule (4).

Rule (4)

$C_1aC_2aC_3a$ → $ʔaC_1C_2aC_3a$

This deverbal example has two closed syllables, the first of which starts with a glottal stop followed by a nucleus vowel to prevent the consonant cluster within the first syllable, ending with a consonant coda. The second syllable is also closed and has the second and third root constituents of the root template, occupying the onset and coda positions and surrounding the epenthetic vowel, also preventing the consonant cluster a. The deverbal constituent occurs in the onset of the first syllable and the nucleus position of the first and second syllables.

Rule (5)

$C_1aC_2aC_3a$ → $taC_1aC_2{:}aC_3a$

The first syllable has a voiceless alveolar stop as an onset, and the first and second root constituents occupy the onset and coda positions in the second syllable, respectively. The third syllable has a geminate onset as a copy of the second root constituent, and the third root constituent occupies the coda position in this syllable. The nuclei of the three syllables are epenthetic vowels that prevent consonant clusters. The deverbal constituent occurs in the coda positions in the three syllables, and in the onset of the third position.

The deverbal تَفَاعَلَ [tafa:ʕala], the intransitive, taking agentive and/ or ergative, has three syllables; the first and second are open, and the third closed. Consider Rule (6).

Rule (6)

$C_1aC_2aC_3a$ → $taC_1aC_2aC_3a$

The first root constituent occupies the onset position for the second syllable. The second and third root constituents occupy the onset and coda positions in the third syllable. The

deverbal انفَعَلَ [ʔinfaʕala], the passive-intransitive, taking essive case, has three syllables. Consider Rule (7).

Rule (7)

C₁aC₂aC₃a → ʔinC₁aC₂aC₃a

The first root constituent occupies the onset position for the second syllable. The second and third syllables occupy the onset and nucleus positions in the third syllable. The deverbal افْتَعَلَ [ʔiftaʕala], 'intransitive, taking absolutive or benefactive', also has three syllables, as expressed in Rule (8).

Rule (8)

C₁aC₂aC₃a → ʔiC₁taC₂aC₃a

The first root constituent occupies the nucleus position for the first syllable. The second and third root constituents occupy the onset and nucleus positions in the third syllable respectively. The deverbal افْعَلَّ [ʔifʕal:a] '*became flawed with*' is a three-syllable verb. Consider Rule (9).

Rule (9)

C₁aC₂aC₃a → ʔiC₁C₂aC₃:a

The first root constituent is in the nucleus position for the first syllable. The second and third root constituents occupy the onset and nucleus positions in the second syllable respectively. The third constituent is the first member of a geminate that extends across the syllable boundary, in this case between the second and third. The deverbal استفعل [ʔistafʕala], the intransitive taking requestive has its root constituent in the second and third syllables, as expressed in Rule (10).

Rule (10)

C₁aC₂aC₃a → ʔistaC₁C₂aC₃a

The first root constituent occupies the nucleus position for the second syllable. The second and third root constituents occupy the onset and nucleus positions in the third syllable. The root that is found with all the deverbal forms is [taDar:aba]. This makes it convenient when used as an example to demonstrate the autosegmental tiers implied by the deverbal forms.

Differing from the common morphological tier structure, there is an additional tier, the deverbal tier. This tier represents the combination of vowels and consonants that comprise the deverbal particle of the verb. The autosegmental tiers in each deverbal form are detailed in the following figures. Figure 1 shows the autosegmental tiers of the deverbal verb ضرّب [Dar:aba] '*making others being hit*' as a transitive form, taking the dative verb.

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Figure 1

The Autosegmental Tiers of ضرّب [Dar:aba]

	μ
Syllable	σ σ
Stress	Σ
Skeletal template tier	C V C C V C
Deverbal tier	a : a
Root tier	D r b
Word	D a r : a b
	μ
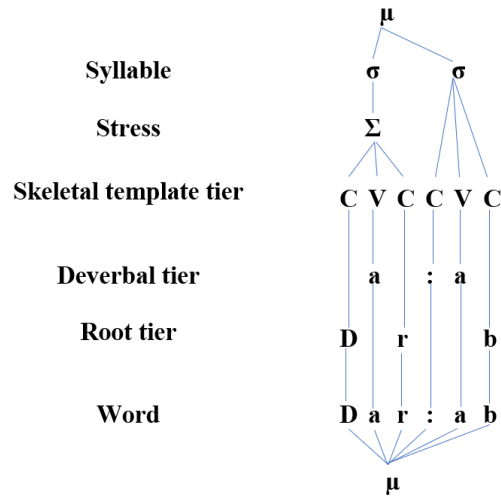
This deverbal verb has two syllables, the first being stressed. The final constituent in the first syllable is geminated with the first constituent of the second. The skeletal template indicates that each syllable comprises a closed syllable forming the CVC structure. The deverbal tier has two vowels surrounding a consonant resulting from gemination.

Another example is ضارب [Da:raba] '*shared hitting with others*' as a transitive form, taking the sociative verb remaining with two syllables, as shown in Figure 2.

Figure 2

The Autosegmental Tiers of ضارب [Da:raba]

	μ
Syllable	σ σ
Stress	Σ
Skeletal template tier	C V V C V C
Deverbal tier	a : a
Root tier	D r b
Word	D a : r a b
	μ
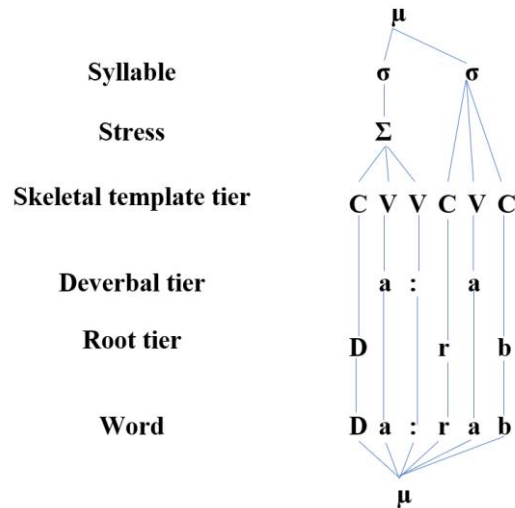
In this example, the stressed syllable is first. The template structure consists of an open syllable, with a geminated vowel followed by a closed syllable. The deverbal tier includes three vowels, the one in the middle is a result of gemination. The deverbal أضرب [ʔaDraba][6]

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[6] Not to be confused with the homonymous word meaning 'went on a strike'.

'*transformed hitting on others*' is a verb that results in an absolute or benefactive form, and consists of two closed syllables, the first of which is stressed (see Figure 3).

Figure 3

The Autosegmental Tiers of أضرب *[ʔaDraba]*
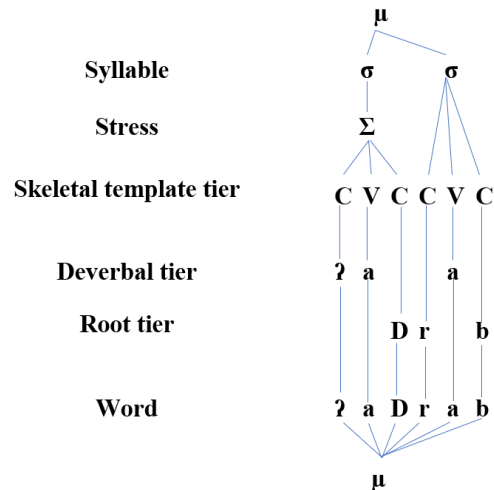
The deverbal tier includes an initial glottal stop and two syllable-medial vowels. The deverbal verb تضرّب [taDar:aba] means '*hitting is occurring on self*' and is an intransitive verb with three syllables, the first of which is open and the others are closed. The second syllable is stressed, as demonstrated in Figure 4.

Figure 4

The Autosegmental Tiers of تضرّب *[taDar:aba]*
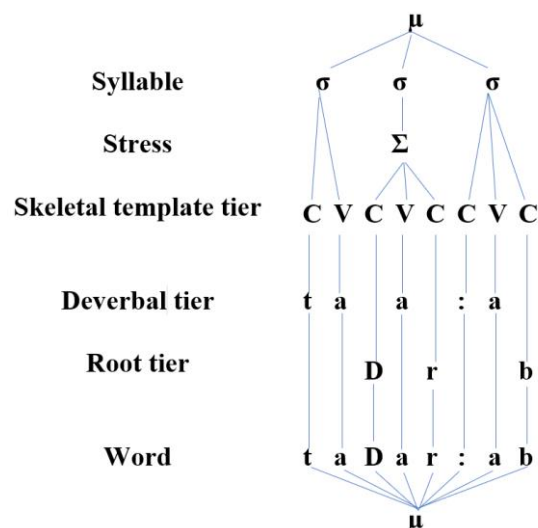
The deverbal tier includes an initial voiceless alveolar stop paired with a vowel. Another vowel occurs in the middle of the second syllable, and a further consonant occurs in the third syllable as a second member in a gemination. In addition, a vowel occurs in the middle of the third syllable.

The deverbal verb تضارب [taDa:raba] '*getting oneself involved in a hitting fight*' is an intransitive verb, taking the agentive and/or ergative. It consists of three syllables, the first and second of which are open and the third is closed (see Figure 5).

Figure 5

The Autosegmental Tiers of تضارب*[taDa:raba]*
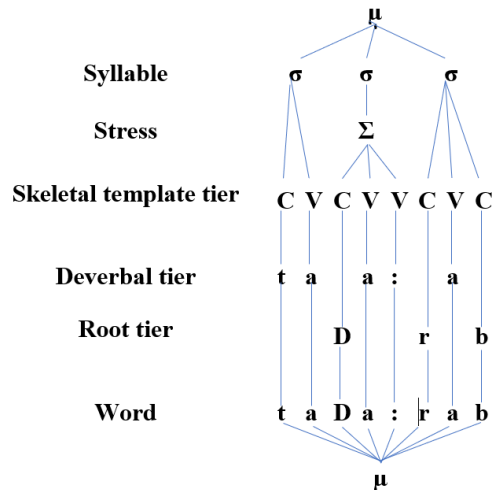
The deverbal tier has an initial voiceless alveolar stop followed by three vowels. The deverbal verb انضرب [ʔinDaraba] '*got hit by someone else*' is a passive-intransitive verb, taking the essive case; it has three syllables the first and third are closed, and the second is open (see Figure 6).

Figure 6

The Autosegmental Tiers of انضرب *[ʔinDaraba]*
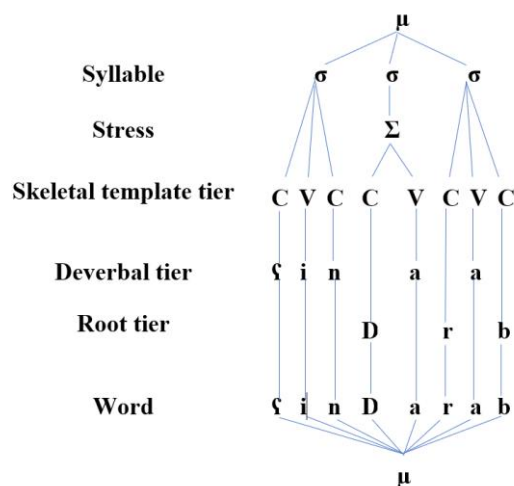
The deverbal tier begins with a glottal stop, vowel, and a nasal stop constituting a full syllable. In addition, it includes two vowels, occurring medial in the second and third syllables.

The deverbal اضطرب [ʔinDaraba] '*made hitting happens to oneself*', as a transitive verb taking the absolutive or benefactive, starts and ends with closed syllables, while in between there is an open syllable, as shown in Figure 7.

Figure 7

The Autosegmental Tiers of اضطرب [ʔinDaraba]
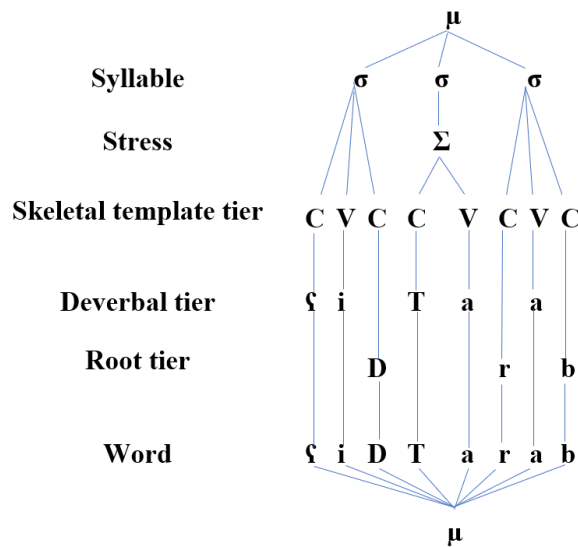
The deverbal tier includes two CV combinations in the first and second syllables, and only a vowel in the third. The first and second syllables in the verb اضربّ [ʔiDrab:a] '*became flawed with hitting*', as an intransitive, taking translative, and the third is open (see Figure 8).

Figure 8

The Autosegmental Tiers of اضربّ [ʔiDrab:a]
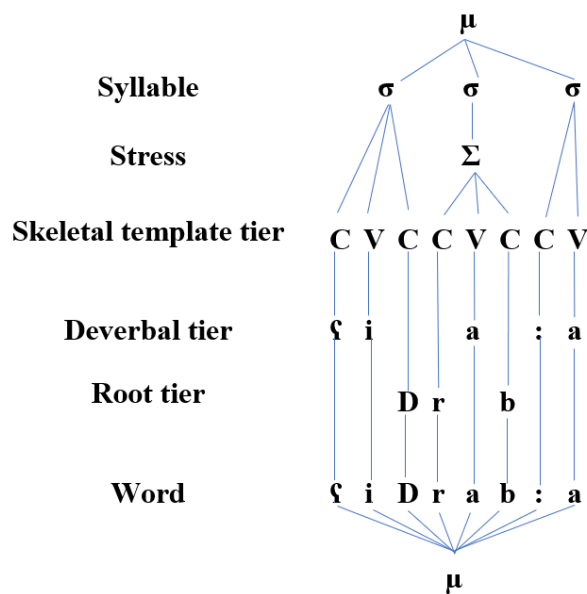
In this deverbal, the second syllable is stressed. Moreover, the deverbal tier is at the onset and nucleus of the first syllable, at the nucleus of the second syllable, and comprises all the third syllable. The onset of the third syllable is the second member in the geminate initiated

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in the coda of the second syllable. The deverbal استضرب [ʔistaDraba] 'requested to be hit', as an intransitive verb taking the requestive form, has three closed syllables in which the second is stressed (see Figure 9).

Figure 9

The Autosegmental Tiers of استضرب [ʔistaDraba]
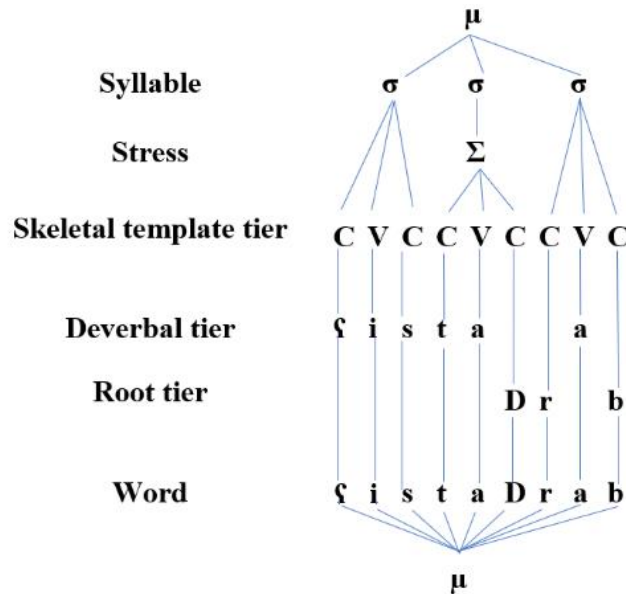
The deverbal tier comprises the whole first syllable, the onset and coda of the second syllable, and the nucleus of the third syllable. Several examples of each of the deverbal templates demonstrate the systematic morphology of the derivation when adding the deverbal sense. Table (3) exemplifies autosegmental distribution of the deverbal template فَعَّلَ [faʕ:ala], which has the added deverbal meaning, is transitive, taking the dative.

Table 3

Distribution of Deverbal Particles around and within the Verb Root فَعَّلَ *[faʕ:ala] – Examples*

Arabic template	Root meaning	transcription												
فَعَّلَ	N/A	[faʕ:ala]					f	a	ʕ	:	a			l
قطّع	Cut (V)	[qaT:aʕa]					q	a	T	:	a			ʕ
كسّر	Break (V)	[kas:ara]					k	a	s	:	a			r
صبّح	Morning (V)	[Sab:aħa]					S	a	b	:	a			ħ
فرّح	Happy (V)	[far:aħa]					f	a	r	:	a			ħ
مرّض	Nurse (V)	[mar:aDa]					m	a	r	:	a			D
خطّأ	Wrong (V)	[xaT:aʔa]					x	a	T	:	a			ʔ

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The deverbal sense affix is distributed in two places, being both the nucleus of the first and the second syllables, and the onset of the second. Table (4) provides examples of the autosegmental distribution of the deverbal template فاعَلَ [fa:ʕala], which means '*sharing or being involved in the state or action together*' is a transitive, taking a sociative verb.

Table 4

Distribution of Deverbal Particles around and within the Verb Root فاعَلَ [fa:ʕala] - Examples

Arabic template	Root meaning	transcription											
فاعَلَ	N/A	[fa:ʕala]				f	a	:	ʕ	a			l
ضارب	Hit	[Da:raba]				D	a	:	r	a			b
سافر	Travel	[sa:fara]				s	a	:	f	a			r
والى	Go along	[wa:la:]				w	a	:	l	a			:
تابع	Follow	[ta:baʕa]				t	a	:	b	a			ʕ
لامس	Touch	[la:masa]				l	a	:	m	a			s
خادع	Trick	[xa:daʕa]				x	a	:	d	a			ʕ

The sense of the deverbal affix in Table (4) is distributed in two places, i.e., the nucleus and coda of the first syllable and the nucleus of the second. Table (5) demonstrates the distribution of the deverbal أَفْعَلَ [ʔafʕala], which is then absolutive or benefactive.

Table 5

Distribution of Deverbal Particles around and within the Verb Root فاعَلَ [fa:ʕala] - Examples

Arabic template	Root meaning	transcription													
أفْعَلَ	N/A	[ʔafʕala]	ʔ	a			f			ʕ	a			l	
اكْرَمَ	Generous (V)	[ʔkrama]	ʔ	a			k			r	a			m	
أقعد	Sat (V)	[ʔaqʕada]	ʔ	a			q			ʕ	a			d	
أعطَى	Give (V)	[ʔaʕTa:]	ʔ	a			ʕ			T	a			:	
أفلس	Got broke (V)	[ʔaflasa]	ʔ	a			f			l	a			s	
أصبح	Morning (V)	[ʔaSbaħa]	ʔ	a			S			b	a			ħ	

The deverbal sense occupies the onset and nucleus positions in the first syllable and the coda of the second. Table (6) demonstrates the distribution of the deverbal constituents of the verb template تَفَعَّلَ [tafaʕ:ala], as intransitive, taking agentive.

Table 6

Distribution of Deverbal Particles around and within the Verb Root تَفَعَّلَ [tafaʕ:ala] –
Examples

Deverbal Sense / Root

Arabic template	Root meaning	transcription														
تَفَعَّلَ	N/A	[tafaʕ:ala]	t	a			f	a	ʕ	:	a				l		
تكسّر	Break	[takas:ara]	t	a			k	a	s	:	a				r		
تجرّع	Gulp	[taʒar:aʕa]	t	a			ʒ	a	r	:	a				ʕ		
تشجّع	Courage (V)	[tafaʒ:aʕa]	t	a			ʃ	a	ʒ	:	a				ʕ		
تجلّد	Steadfast	[taʒal:ada]	t	a			ʒ	a	l	:	a				d		
تمنّى	Wish (V)	[ta:man:a]	t	a			m	a	n	:	a				:		
توسّد	Pillow (V)	[tawas:ada]	t	a			w	a	s	:	a				d		

The constituents of the deverbal root occupy the onset and nucleus positions within the first syllable, the nucleus of the second, and the onset and nucleus of the third. The root-deverbal sense distribution of the verb تَفَاعَلَ [tafa:ʕala], being intransitive, taking agentive and/or ergative, is presented in Table (7).

Table 7

Distribution of Deverbal Particles around and within the Verb Root تَفَاعَلَ [tafa:ʕala] –
Examples

Deverbal Sense / Root

Arabic template	Root meaning	transcription													
تَفَاعَلَ	N/A	[tafa:ʕala]			t	a	f	a	:	ʕ	a			l		
تشاتم	Curse (V)	[taʃa:tama]			t	a	ʃ	a	:	t	a			m		
تباعد	Distance (V)	[taba:ʕada]			t	a	b	a	:	ʕ	a			d		
تزايد	Increase (V)	[taza:jada]			t	a	z	a	:	j	a			d		
تقارب	near (V)	[taqa:raba]			t	a	q	a	:	r	a			b		
تضارب	hit (V)	[taDa:raba]			t	a	D	a	:	r	a			b		
تعاظم	Mount up (V)	[taʕa:Zama]			t	a	ʕ	a	:	Z	a			m		

The deverbal sense occurs at the onset of the second and third syllables, and the coda of the third syllable. Table (8) demonstrates the distribution of the root and deverbal morpheme of the verb اِنفَعَلَ [ʔinfaʕala] as a passive action occurring to the 1st person.

Table 8

Distribution of Deverbal Particles around and within the Verb Root إنفَعَلَ [ʔinfaʕala] - Examples

Arabic template	Root meaning	transcription												
إنفَعَلَ	N/A	[ʔinfaʕala]	ʔ	i	n		f	a	ʕ	a			l	
انكسر	Break	[ʔinkasara]	ʔ	i	n		k	a	s	a			r	
انقطع	Cut	[ʔinqaTaʕa]	ʔ	i	n		q	a	T	a			ʕ	
انشق	split	[ʔinʃaq:a]	ʔ	i	n		ʃ	a	q	:			a	

The deverbal sense morpheme occupies the entire first syllable, and the nucleus positions of the second and the third syllables. Table (9) provides the morpheme distribution of the verb اِفْتَعَلَ [ʔiftaʕala] as intransitive, taking absolute or benefactive.

Table 9

Distribution of Deverbal Particles around and within the Verb Root اِفْتَعَلَ [ʔiftaʕala] – Examples

Arabic template	Root meaning	transcription													
إفْتَعَلَ	N/A	[ʔiftaʕala]	ʔ	i			f	t	a	ʕ	a			l	
امتطى	Ride	[ʔimtaTa:a]	ʔ	i			m	t	a	T	a			:	
اجتمع	Gather	[ʔiʒtamaʕa]	ʔ	i			ʒ	t	a	m	a			ʕ	
اجتهد	diligent	[ʔiʒtahada]	ʔ	i			ʒ	t	a	h	a			d	
اقتتل	Fight	[ʔiqtatala]	ʔ	i			q	t	a	t	a			l	
ابتسم	Smile	[ʔibtasama]	ʔ	i			b	t	a	s	a			m	
اكتسب	earn	[ʔiktasaba]	ʔ	i			k	t	a	s	a			b	

The deverbal sense morpheme occurs in the onset and nucleus positions of the first and second syllables, as well as the nucleus position for the third syllable. The morpheme distribution of the deverbal اِفْعَلَّ [ʔifʕal:a] *'became flawed with'* is demonstrated in Table (10).

Table 10

Distribution of Deverbal Particles around and within the Verb Root اِفْعَلَّ [ʔifʕal:a] - Examples

Arabic template	Root meaning	transcription													
إفْعَلَّ	N/A	[ʔifʕal:a]	ʔ	i			f			ʕ	a			l	:	a
إحمرَّ	Redden	[ʔiħmara]	ʔ	i			ħ			m	a			r	:	a
اصفرَّ	Yellow	[ʔiSfara]	ʔ	i			S			f	a			r	:	a
إسودَّ	Blacken	[ʔiswada]	ʔ	i			s			w	a			d	:	a

The deverbal sense morpheme occurs in the onset positions in the first syllable, and the nucleus position in all other syllables. Table (11) demonstrates the morpheme distribution of the deverbal اِسْتَفْعَلَ [ʔistafʕala], which is intransitive taking requestive.

Table 11

Distribution of Deverbal Particles around and within the Verb Root اِسْتَفْعَلَ [ʔiftaʕala] – Examples

Arabic template	Root meaning	transcription																
إسْتَفْعَلَ	N/A	[ʔistafʕala]	ʔ	i	s	t	a	f			ʕ		a			l	
استعد	Ready	[ʔistaʔadːa]	ʔ	i	s	t	a	ʔ			a	d			:		
استحجر	Quarantine	[ʔistaħʒara]	ʔ	i	s	t	a	ħ			ʒ	a			r		
استكرم	Generous	[ʔistakrama]	ʔ	i	s	t	a	k			r	a			m		
استكبر	Proud	[ʔistakbara]	ʔ	i	s	t	a	k			b	a			r		
استجاب	Reply	[ʔistaʒaːba]	ʔ	i	s	t	a	ʒ			a	:			b		
استأجر	lease	[ʔistaʔʒara]	ʔ	i	s	t	a	ʔ			ʒ	a			r		

The deverbal morpheme occupies the onset, nucleus, and coda positions within the first syllable, the onset, and nucleus positions within the second syllable, and the nucleus position in the third syllable.

Findings

In the present study, different components of the deverbal elements were found to be distributed in different parts of the root, due to the nonconcatenative nature of Arabic morphology. The components of the trilateral verb root occur in both the onset and nucleus positions of the syllables of the verbs. They never occur in the coda position, which is reserved for deverbal components. The deverbal components always occur in the onset and nucleus positions when not occupied with root components. In every verb, there were attested to be at least three consonants, each of which is followed by a vowel, as demonstrated in Rule 1, which is repeated below for the readers' convenience.

Rule 1: CCaCa → (CV(C))ˈCV(C)C(VC)a

Notice how syllables can be closed or open, however, there should be an onset in each syllable. The meanings found to be added when deriving the deverbal verbs include:

1. transitive, taking dative;
2. transitive, taking sociative;
3. transitive, results in absolutive or benefactive;
4. intransitive, taking agentive;
5. intransitive, taking agentive and/ or ergative;
6. passive-intransitive, taking essive case;
7. intransitive, taking absolutive or benefactive;
8. intransitive, taking translative; and
9. intransitive taking requestive.

These meanings do not replace the root meaning but are integrated into it. For example, the verb root أكل [ʔkl] becomes أكَّل [ʔak:ala] '*fed*', which differs from the past form of the verb أكل [ʔak:ala] '*ate*'. Notice that the deverbal verb retains the meaning of '*eating*'. Another example is the deverbal انسى [ʔansa] '*made forget*' derived from the root نسي [nsj], with the past tense of the verb as نَسيَ [nasi] '*forgot-INT*'. The '*forgetting*' aspect of meaning is retained in both verb derivatives of نسي [nsj]. A third example is derived from the root [ʔmr] 'order' to become استأمر [ʔistaʔmara] '*requested to be the one giving orders*'. The past tense of the verb is [ʔamara] '*gave an order*', and both the past tense and the deverbal verbs retain the meaning '*giving order*'. It emerged that deverbal verbs denote more than one meaning, i.e. the roots and the deverbal constituents' meanings. The root meaning differs from the added meaning that derives the deverbal element.

Some gaps in the root/deverbal verb meaning table were found, as reported in Table 2 above. This indicates that not all deverbal verb meanings occur with all verb roots. For example, the root صام [Sama] 'fast' does not occur with the root فاعَلَ [fa:ʕala] to add the meaning of a transitive verb.

Discussion

Previous studies on deverbal verbs in English have found that they are created to add meaningful elements that are not essential to the action or state, such as negation (García, 2011; Meinschaefer, 2005; Tsujimura, 1992). Deverbals in other languages were attested to, as in Estonian and Finnish, Prussian Lithuanian, Italian, and Finno-Ugric (Grandi, 2015; Kangasmaa-Minn, 1987; Kasik, 1997; and Vanhala, 2022). Cetnarowska (1993) suggests that deverbal verbs are derived by affixing the morpheme 're-' as an example. As deverbalization was not the focus of Cetnarowska's (1993) study, only a brief reference was made to it. Similarly, Nagano (2013) presented English prefixation in several examples, as illustrated by meaning postulates that capture the meaning of the deverbal verb, as in:

"(5) a. be- + transitive base verb:
to beblast X: "to affect X completely by blasting it"
(> to blast X completely)
to bespend X: "to affect X completely by spending it"
(> to spend X to the full, waste X)" (p. 455)

The author also indicates that deverbal verbs are related to their verb counterparts by adding meanings such as intensification and transitivization, as in 'bedress' and 'bedwell' respectively. Correspondingly, Kangasmaa-Minn (1987) demonstrated that derivational processes in Finno-Ugric languages lead to different meanings. Kim et al. (1991) referred to deverbal verbs as verbs that have verb roots such as flied/flew and crept/creeped with the roots "fly" and "creep," respectively. This study focused on language acquisition and provided a brief analysis of deverbal verbs.

Word formation in Italian was found to be cumulative, as illustrated by the use of tree diagrams (see Figures). Utilizing Optimality Theory, the author demonstrated how deverbal affixation is optimal in some Italian dialects and not in others (Gandi, 2015). By comparing deverbal verb derivation in Finnish and Estonian, Kasik (1997) found that affixation by

repetition occurs in Finnish but not in Estonian. This was demonstrated by utilizing stem-to-stem demonstration. Earliest Lithuanian texts from various periods were examined, revealing that some deverbal verb affixation had been utilized but later abandoned. This was illustrated as a stem-to-stem process occurring in diachronically related languages (Vanhala, 2022).

Previous studies that referred to and/or analyzed deverbal verbs have considered them from various perspectives, such as semantics, language acquisition, optimality theory, or even stem-to-stem morphological analysis. Conversely, none of them illustrated how the different tiers of meaning interact to derive deverbal verbs. Autosegmental analysis is particularly practical with deverbal verbs[7]. Utilizing this approach enhances the significance of the present study.

Additionally, the examples reported and attested to in previous studies show deverbal particles were used as whole chunks affixed to words. In the present study, the manner of affixing deverbal particles differed from what had been found in previous studies due to the nonconcatenative nature of MSA. This phenomenon was attested by McCarthy (1981), allowing him to introduce the autosegmental analysis of Arabic. The field of deverbal verbs in Arabic had not been visited by researchers before the present paper was written. When considering deverbal verbs in Arabic, several issues are expected to arise, as discussed in the conclusion section below.

Conclusion

This study found that deverbal components occupy a special tier of morphology since they derive special meanings using special structures found in different examples. This is emphasized by the two meanings being of differing types, i.e., the root meaning which is essential to the word, and the added meaning that is used to derive the deverbal meaning. Significantly, some of the deverbal verbs that were not found in the sources considered were attributed to semantic and phonological difficulties, since the meaning or sound combinations were not expected to make sense or to follow the phonotactics of the language.

It was expected that all the slots in Table 2 would have been filled with deverbal verbs representing the derivation processes of the tackled verbs. However, an alternative explanation for some of these structural gaps was proposed, suggesting that the distribution of the deverbal particle within and around the verb root could have resulted in forms that violate MSA phonotactics. An explanation for the remaining gaps was proposed, indicating that the combination of the root and the deverbal particle meanings could have led to semantic oddity. For example, the verbs [Sama] 'fast' and [maʃa] 'walk' were not found to interact with [ʔafʃal:a] and [ʔinfaʃala] to produce the deverbal verbs [ʔaSwam:a]* and [ʔinmaʃaaa]* respectively. In these examples, [ʔaSwam:a]* comprises semantic oddity as fasting is a voluntary performance that cannot be transitive[8], and with [ʔinmaʃaaa]* the vowel hiatus is disallowed in MSA based on the language phonotactics (Naaser and Saranya 2020).

The present study investigated the effects that arise when combining deverbal verbs with nonconcatenative structures of MSA, filling in some of the theoretical gaps within the

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[7] The importance of deverbal verbs to be analyzed from an autosegmental perspective lies in the fact that they encompass two meanings: the meanings of the root and the deverbal particle.
[8] The performance of fasting is voluntary when considering the literal sense of the word according to the Oxford English Dictionary online (OED) (retrieved 1/2/2024).

morphology. In future research, exploring other languages with a nonconcatenative morphology, such as Hausa and Bata, by utilizing the autosegmental structure while processing deverbal meanings through Optimality Theory analysis would offer an interesting project to expand upon the conclusions outlined here concerning deverbal verbs.

Bio

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Appendix

Arabic Sound Representation Symbols

Consonants			
Arabic Letter	Sound Symbol	Arabic Letter	Sound Symbol
ء	ʔ	ض	D
ب	b	ط	T
ت	t	ظ	Z
ث	θ	ع	ʕ
ج	ʒ	غ	ʁ
ح	ħ	ف	f
خ	χ	ق	q
د	d	ك	k
ذ	ð	ل	l
ر	r	م	m
ز	z	ن	n
س	s	ه	h
ش	ʃ	و	w
ص	S	ي	j

Vowels		
i		u
e	ə	o
a		

Leveraging AI for Vocabulary Acquisition and Pronunciation Enhancement

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الملخص

تركز هذه الدراسة على كيفية تأثير تقنيات الذكاء الاصطناعي على اكتساب المفردات وتحسين النطق في تعلم اللغة. وقد أجرى الباحثون مراجعة منهجية لاستكشاف مدى استخدام متعلمي ومعلمي اللغة الإنجليزية كلغة أجنبية للذكاء الاصطناعي. وتركز هذه المراجعة على فهم فوائد وعيوب تكامل الذكاء الاصطناعي. وقد أجابت الدراسة على ثلاثة أسئلة بحثية رئيسية: ما هو تأثير استخدام الذكاء الاصطناعي في تحسين المفردات والنطق على تعلم اللغة؟ ما الذي يمكن أن يفعله الذكاء الاصطناعي لتعزيز تعلم لغة جديدة، وخاصة المفردات والنطق؟ كيف يمكن للمعلمين والمتعلمين استخدام هذه التطورات لتحسين الكفاءة اللغوية واستقلالية المتعلم؟ وشارك في البحث عدد من الطلاب ومدرسي اللغة الإنجليزية كلغة أجنبية حول تعلم اللغة المعززة بالذكاء الاصطناعي. وبالتالي، فإن الدراسة عبارة عن تحليل للمقالات البحثية والأعمال السابقة مقترنة بمقابلات مفتوحة لجمع البيانات. وتبين النتائج إمكانات المنصات القائمة على الذكاء الاصطناعي للتعلم الشخصي، والتعليقات الفورية، والتجارب المباشرة. ويمكن لهذه النتائج أن تحسن الطريقة التي نقوم بها بتدريس اللغة وأيضًا تطوير المتعلمين المستقلين. وتساعد الدراسة في تطوير سياسات تعلم اللغة التي تعزز التواصل الفعال في عالم اليوم.

Abstract

This paper focuses on how AI technologies can influence vocabulary acquisition and pronunciation improvement in language learning. The researchers conducted a systematic review to explore how EFL learners and teachers adopt or refrain from adopting AI. This review focuses on understanding the benefits and drawbacks of AI integration. Three key research questions guide the investigation: What effect does AI use in tailored vocabulary and pronunciation enhancement has on language learning? What is it that AI would do to enhance learning of a new language, particularly vocabulary and pronunciation? How can educators and learners use these advances to improve language competency and learner autonomy? A number of investigations on AI-enhanced language learning devices on EFL students and teachers are involved in the research. The study, therefore, is an analysis of research articles and previous works combined with open-ended interviews for data collection. The findings demonstrate the potential of AI-based platforms for personalized learning, immediate feedback, and immersive experiences. These innovations can improve the way we teach language and also develop independent learners. The study helps in developing complete language learning policies that promote effective communication on today's interconnected world.

Keywords: *AI technologies, immersive environments, learner autonomy, personalized learning, virtual assistant*

Introduction

Language learning and education constitute pivotal pillars in fostering effective communication, cultural comprehension, and personal growth. Recent times have witnessed a burgeoning interest in harnessing the power of Artificial Intelligence (AI) to bolster language learning endeavors. The potential of AI technologies to sift through vast troves of data and furnish personalized learning experiences has engendered a paradigm shift in language education, rendering it more potent, engaging, and accessible on a global scale.

Within the realm of language learning, AI holds profound significance as it adeptly addresses the manifold needs and challenges faced by language learners. Conventional approaches often falter in providing tailored support and feedback, impeding learners' progress. However, the advent of AI has unleashed novel possibilities, as language-learning platforms can now meticulously analyze learners' performance data, discern areas for improvement, and provide tailored content and exercises to cater to each learner's unique preferences. Additionally, AI's sophisticated capabilities do extend to the establishment of immersive learning experiences, where learners are engaged in realistic, context-rich scenarios. These immersive environments, facilitated by AI, can significantly enhance the depth and effectiveness of language acquisition by simulating real-world language use.

The surging interest in employing AI for language learning can be attributed to the rising demand for efficacious language education solutions in our interconnected world. As globalization continues to shape societies, multilingual proficiency becomes an indispensable asset, empowering individuals to thrive in diverse cultural and professional milieus. AI's capacity to furnish personalized instruction, adaptive learning trajectories, and real-time feedback harmonizes seamlessly with the objectives of language education, empowering learners to cultivate their vocabulary, pronunciation, and overall linguistic proficiencies more efficiently and autonomously.

The main focus of this paper is to delve into the role of AI in advancing vocabulary acquisition and pronunciation enhancement within language learning. Emphasis will be placed on examining the benefits and constraints of AI technologies in this context, drawing insights from a plethora of pertinent studies and research. Furthermore, this paper will provide guidance on best practices for educators and learners to adeptly harness AI-based tools, fostering learner autonomy and tailored learning pathways. Moreover, the paper shall forecast potential advancements in AI technologies for language learning, laying the groundwork for future research endeavors and shedding light on promising possibilities that AI presents to shape the trajectory of language education. Through such a comprehensive exploration, the aim is to furnish an intricate understanding of the profound impact and significance of harnessing AI in language learning endeavors. Therefore, the study attempts to address these questions:

1. How does using AI in language learning affect personalized vocabulary and pronunciation?

2. How will AI technology improve language learning, particularly vocabulary and pronunciation?

3. How can educators and learners use these advances to improve language competency and learner autonomy?

Literature Review

Overview of Existing Research and Studies on AI in Language Learning, with a Focus on Vocabulary Acquisition and Pronunciation Improvement

The extensive research on AI in language learning, with a focus on vocabulary acquisition and pronunciation improvement, demonstrates the growing interest in leveraging AI technology to enhance language education (Divekar et al., 2022; Hamuddin et al., 2020; Huang & Wang, 2021; Ran et al., 2021). These studies reveal diverse applications of AI in language learning, emphasizing its potential to provide personalized experiences, real-time feedback, and targeted practice opportunities for learners. For example, AI-based pronunciation education improves English vocabulary acquisition (Kazu & Kuvvetli, 2023), and total physical response embodiment teaching enhances French vocabulary retention (Huang & Wang, 2021). AI speech recognition models offer real-time feedback on learners' pronunciation, contributing to vocabulary acquisition (Ran et al., 2021). Virtual assistants like Lyra enhance speaking performance and vocabulary acquisition (Hamuddin et al., 2020). AI and Extended Reality (XR) technologies improve foreign language acquisition, including vocabulary and pronunciation (Divekar et al., 2022). These studies collectively highlight AI's transformative potential in language education and suggest promising directions for future advancements (Divekar et al., 2022; Hamuddin et al., 2020; Huang & Wang, 2021; Ran et al., 2021).

Researchers have also explored AI adoption in online learning and mobile platforms, supporting learner autonomy and overall proficiency (Almaiah et al., 2022; Arini et al., 2022; Qiu, 2021). AI integration in teaching evaluation and educational robots enhances interactive and personalized language learning experiences, potentially improving vocabulary and pronunciation skills (Huang, 2021; Jiang, 2022). The growing body of research highlights AI's significance in enhancing vocabulary acquisition and pronunciation improvement for language learners. Findings underscore AI-driven tools' potential to revolutionize language education and open promising avenues for skill development (Almaiah et al., 2022; Arini et al., 2022; Divekar et al., 2022; Hamuddin et al., 2020; Huang, 2021; Huang & Wang, 2021; Jiang, 2022; Qiu, 2021; Ran et al., 2021).

The Key AI Technologies and Approaches Used in Language Learning Applications

A number of studies discussed various AI technologies and approaches in language learning applications, facilitating vocabulary acquisition and pronunciation improvement. For instance, Hamuddin et al., (2020) demonstrates the effectiveness of an AI-based virtual assistant, Lyra, in enhancing students' speaking performance and vocabulary acquisition. ASR technology is utilized in Ran et al.'s study (2021) to develop an AI speech recognition model for correcting spoken English teaching, providing real-time feedback on pronunciation and speech accuracy. Similarly, Divekar et al. (2022) incorporate Extended Reality (XR) and AI technologies to enhance foreign language acquisition, including vocabulary and pronunciation improvement.

Moreover, Natural Language Processing (NLP) is a key AI technology commonly used in language learning applications (Jiang, 2022; Kazu & Kuvvetli, 2023; Ran et al., 2021). The application of NLP enables AI-powered language learning platforms to analyze and interpret

human language, supporting personalized exercises and feedback for learners. AI-driven chatbots and virtual assistants are integrated into language learning platforms, offering conversational practice and language support (Hamuddin et al., 2020; Jiang, 2022). Machine learning algorithms play a significant role in personalizing language learning experiences. By adapting content and exercises based on learners' needs and progress, machine learning enhances vocabulary acquisition and pronunciation improvement (Arini et al., 2022; Huang & Wang, 2021). Recommender systems powered by AI are also utilized to suggest relevant language learning resources and exercises based on learners' proficiency levels and preferences (Almaiah et al., 2022).

Additionally, Huang and Wang (2021) demonstrate the use of AI-powered total physical response embodiment teaching, enhancing French vocabulary learning retention. AR and VR technologies are integrated into language learning applications, creating immersive environments that facilitate vocabulary acquisition and pronunciation practice (Divekar et al., 2022).

The studies highlight the extensive application of AI technologies and approaches, such as NLP, ASR, virtual assistants, machine learning, XR, AR, and VR, in language learning applications. These technologies have the potential to provide personalized, interactive, and effective language learning experiences, contributing to improved vocabulary acquisition and pronunciation skills among language learners.

The Advantages and Limitations of AI in this Context

AI technologies offer significant advantages and limitations in language learning, particularly in vocabulary acquisition and pronunciation improvement. AI-powered platforms provide personalized learning experiences and real-time feedback, enhancing learner engagement and motivation (Almaiah et al., 2022; Huang & Wang, 2021). Augmented and virtual reality integration creates immersive environments for vocabulary and pronunciation practice (Divekar et al., 2022). AI-driven chatbots and virtual assistants offer continuous language support (Hamuddin et al., 2020; Jiang, 2022), and data-driven insights help educators optimize strategies (Arini et al., 2022; Huang & Wang, 2021).

However, AI's limitations include contextual understanding challenges, potential impersonality, and diversion from authentic language practice (Almaiah et al., 2022; Huang & Wang, 2021; Kazu & Kuvvetli, 2023). Data privacy and resource constraints need consideration (Almaiah et al., 2022; Huang & Wang, 2021). AI models may struggle with diverse languages and pronunciation variations (Divekar et al., 2022). Balancing AI benefits and limitations is essential to ensure effective and inclusive language education.

In the Saudi context, AbdAlgane and Othman (2023) examined the help of AI tools in EFL classes for tertiary level education in Saudi Arabia. They mainly focused on conducting studies aimed at finding ways in which AI can assist in improving spelling and accenting knowledge among children. Through employing a qualitative technique, the scholars carried out observations of EFL classrooms in order to analyze the influence of AI tools. The outcomes of the study show that among the apps aiding language learning and well-pronounced software programs, these are certainly impactful in extending the vocabulary and improving the pronunciation of students. This study emphasizes the need for integrating AI in learning

language domains. They are demonstrated as tools that are useful in offering custom learning experiences as well as addressing students' needs in word vocabulary and pronunciation fields. The study bears the serious moment of curriculum reforms concerning and suggests the introduction of digital tools to enable language learning.

The other work by Alshumaimeri and Alshememry (2023) also takes us into the depth of AI applications in the teaching and learning of English as a foreign language. The research was devoted to the analysis of AI integration in EFL education as well as its impact on vocabulary and pronunciation in particular. The study employed a mixed-methods approach that comprised quantitative and qualitative data obtained from various numbers of educated EFL learners and educators. The outcome showed that AI technologies are gaining more importance in EFL settings, particularly among learners in terms of their improved vocabulary and pronunciation skills. In spite of the noted expansion, the investigation predicts that AI is still far away from fulfilling its entire potential in EFL education. However, it implicates that a broad implementation of such AI-driven tools might perform more favorably than the current approaches in vocabulary acquisition and pronunciation. The observation from this research gives the educators, curriculum developers, and policymakers in language learning great deal of direction.

Methodology

Design

This study adopted a rigorous systematic review process concentrating on articulating the complex relations between AI technology and vocabulary acquisition in L2 learning as proposed. This approach involved two main components: a mixed-methods study involving a systematic review combined with qualitative interviews among EFL learners and teachers, providing an all-round investigation.

We adhered strictly to the stipulations formulated by Petticrew and Roberts (2008) during the systematic review phase. Following such stringent rules made the method reliable and legitimate. A systematic review of previous literature and research provided a strong background to the insightful findings and conclusion of this study. At the same time, the qualitative aspect of our study was constructed using open-ended interview questions. The questions were constructed based on the interpretative phenomenological analysis (IPA) method as postulated by Smith, Flowers, and Larkin. Such open-ended approaches enhance interaction between participants and researchers, allowing them to work together for positive outcomes. This method is quite revealing as it can bring out refined perspectives that could be missed using a structured or close-ended question style.

The objective of integrating both the systematic review and interview was to provide a multi-faceted perspective on enhancing receptive vocabulary acquisition and improved pronunciation via artificial intelligence-supported language learning. With this approach, we were able to collect and analyze a variety of data that helped enrich our findings, providing us with an in-depth examination of the issues at hand.

Literature Search

The research team embarked on an exhaustive quest across esteemed academic databases, prominent journals, significant conferences, and emerging online platforms. This meticulous endeavor, aligned with insights from Xu and Ouyang (2022) who sought methodological precision by incorporating a diverse array of authoritative sources, weaving multiple viewpoints, and pioneering discoveries into the narrative of AI's role in language learning. The search, guided by Moher et al. (2009), was finely tuned to temporal relevance and the best practices of a comprehensive systematic review. It encompassed a decade's worth of recent publications, capturing the dynamic evolution of AI's influence in language learning.

Interview with EFL Learners and Teachers

The research embraced a series of tailored interviews designed to navigate the tangible facets of AI's impact on vocabulary acquisition and pronunciation enhancement within language learning. These interviews strategically afforded insights from both EFL learners and educators, illustrating the multi-faceted implications of AI within the educational sphere. The interview structure was an interactive framework, inviting participants to openly recount their experiences, unveiling the practical ramifications of integrating AI tools into language learning. The use of open-ended questions facilitated an exploration of intricate intricacies, capturing the AI-induced pedagogical shifts in vocabulary and pronunciation.

A total of 11 teachers and 23 university students were interviewed for this purpose, ensuring to target mostly the tertiary level and above. The selection was based on eliciting information that could be provided by those actively involved with language learning. This deliberate choice criterion aimed to encapsulate a wide range of perspectives. The interview dialogue covered different aspects, including AI's usefulness in vocabulary acquisition, the problems encountered in integrating AI in pronunciation instruction, and overall views on AI's contribution towards language acquisition. The purpose of this all-encompassing exploration was to understand how AI could be helpful or otherwise in learning across the board.

Data Selection

The research initiative commenced with a detailed systematic review of existing literature to delineate the preliminary discourse concerning AI's role in language learning, particularly focusing on vocabulary and pronunciation enhancement. This foundational step aimed to craft a comprehensive understanding of the subject from diverse scholarly perspectives, setting the stage for more in-depth exploration.

This systematic review comprises 35 research papers that address the application of artificial intelligence (AI) in language learning. These include actual papers relevant to AI's impact on vocabulary acquisition and pronunciation enhancement, all within the time range of 2015 to 2022 to capture the most recent developments and trends of AI in the subject of language learning. The review also comprises high-impact research like Almaiah et al. (2022) and Huang & Wang (2021), who were able to present the current trends in AI-based language learning methods. Besides, the study applies the works of Ran and colleagues (2021) and Diveker and others (2022) that reveal the transformation of AI in language learning in recent years. The AI-based pronunciation tools in studies such as those by Zou et al. (2021) and Jiang

(2022) have seen greater acceptance, demonstrating the enormous progress in AI applications in language education over the past decade.

In order to further enrich and augment the depth and scope of our study, we purposely made the shift from a systematic review to a more qualitative analysis phase involving interviews with EFL teachers and learners. Our intention is to get authentic information and true perceptions about how AI in language learning helps us understand how AI in language learning impacts the overall educational process, from pedagogical approaches to learner engagement and outcomes. The semi-structured interviews allowed participants to narrate their everyday struggles, triumphs, and practices of utilizing AI-incorporated language learning devices. Therefore, we sought to interact more closely with the teachers and learners so as to get an even deeper understanding of these environmental dynamics, particularly the human aspects involved, reasons for using and not using them, as well as emotions. However, these firsthand narratives did not just supplement the quantitative findings from the systemic review; they also provided us with a qualitative dimension, which helped in undertaking an all-round exploration of how AI shaped language education.

Data Extraction and Synthesis

We attempted to include only research-based studies which were done between the years 2010 to 2022. The methodology employed by us was influenced by the theoretical viewpoint of Petticrew and Roberts (2006). This stage was defined by the abstraction of the crucial elements such as the major findings, methods used, and AI technologies employed in these researches. Following this, we used this information to design the questionnaires, which were to be applied as research instruments for EFL teachers and students. This was aimed at gaining realistic interpretations about the effectiveness of AI-assisted learning in improving pronunciation and vocabulary.

Our method corresponds to the systematic thematic analysis methodology set forth by Khan et al (2003). Due to this, our research method included a comprehensive systematic review together with qualitative interviews to define the roles and impacts of artificial intelligence (AI) in foreign language learning. The importance of integrative approach in summarizing the findings of both periods as well was also supported by Moola et al. (2020) and Khan et al. (2003) in their studies. Consequently, the suggested outcomes give a general and useful view which is useful both to educators and language learners and makes the application of AI technologies in language learning according to the methodological approach proposed by both Petticrew and Roberts (2006) and Green and Higgins (2011).

Ethical Considerations

In the academic pursuit, the initiation was characterized by the acquisition of formal ethical endorsement from the Institutional Review Board (ERB) No. (638276987214303152). This fundamental procedure substantiated the welfare and safeguarding of the participants, buttressing the ethical core of the exploration. The investigation was conducted with measured compliance to ethical standards, accentuating facets such as the procurement of enlightened consent, the assurance of anonymity, and the fostering of uncoerced involvement. An exhaustive briefing was provided to the participants regarding the goals and procedural methodologies of the study, and their individual data was subjected to an intricate process of

anonymization, upholding an elevated level of privacy. However, when a name is mentioned, it indicates that the participant had no objection to being identified; otherwise, the quotes are attributed to 'Participant 1,' 'Participant 2,' and so on. Concurrently, the participants' engagement in an interview was contingent upon their explicit and unequivocal concurrence to partake in this particular scholarly investigation.

Systematic Review

A systematic review was implemented employing across-the-series databases such as JSTOR, PubMed, IEEE Xplore, and Google Scholar that covered research studies on how artificial intelligence improves vocabulary and pronunciation in English as a Foreign Language (EFL) learning. By applying keywords in a strategic manner, terms like "artificial intelligence," "AI in language learning," "vocabulary enhancement for EFL," "pronunciation improvement for EFL," and related phrases were used in different combinations, so that wider literature collection would be guaranteed. The period for searching was between the 2010 and 2022 to capture the latest technology incorporation in EFL education and the main AI-related concepts. The selection criteria were aimed at excluding studies which are not focusing on the use of AI to develop the vocabulary and pronunciation of EFL learners, comprising of all types of research such as the qualitative and quantitative studies, the case studies and the experimental designs. It was by employing this analytic style albeit the specific time frame that we were able to cover in-depth and incorporate a broad coverage of how AI has been applied during the stipulated timeframe in EFL vocabulary and pronunciation learning.

Here are the results of the keyword strategy we employed:

AI for Vocabulary Acquisition

AI technologies are profoundly reshaping the way learners acquire new vocabulary, providing highly personalized and engaging experiences. Leveraging adaptive algorithms that assess proficiency levels and tailor exercises to individual needs, AI-driven learning paths introduce customized difficulty levels and context comprehension through NLP. Gamified experiences are also interwoven to stimulate motivation, and real-time feedback mechanisms, augmented by conversational practice with chatbots and virtual assistants, contribute to enhanced pronunciation and practical application of new vocabulary (Almaiah et al., 2022; Hamuddin et al., 2020; Huang & Wang, 2021; Jiang, 2022; Zou et al., 2020).

AI-powered language learning apps, chatbots, and virtual tutors are pivotal in this transformation, offering personalized pathways that are attuned to the unique language skills and interests of each learner. The integration of gamified activities, interactive conversations, and immediate feedback ensures a lively and enjoyable acquisition process. Alongside these engaging techniques, NLP plays a central role in crafting individualized vocabulary learning experiences. NLP's ability to discern the context of words, coupled with spaced repetition techniques, aids in delivering precise feedback and targeted support. This multi-faceted approach not only enhances vocabulary acquisition and retention but also assists learners in building a contextually relevant and robust lexicon, making AI-driven solutions a dynamic and effective means to elevate vocabulary and overall language proficiency (Almaiah et al., 2022; Huang & Wang, 2021; Jiang, 2022; Ran et al., 2021; Zou et al., 2020).

AI for Pronunciation Improvement

AI-based tools in language learning present a revolutionary approach to enhancing pronunciation skills. Through innovative solutions such as real-time feedback, targeted practice, accent reduction, interactive speaking partners, comprehensive assessments, engaging drills and games, access to authentic models, and voice-activated practice, learners are furnished with dynamic pathways to refine their pronunciation (Divekar et al., 2022; Jiang, 2022; Hamuddin et al., 2020; Huang & Wang, 2021; Ran et al., 2021; Zou et al., 2021). Further, speech recognition and synthesis technologies are integral in pronunciation assessment and feedback, providing nuanced tools such as accurate transcription comparisons, real-time evaluations, personalized drills, text-to-speech models for feedback, and exposure to diverse accents. These technological facets synergize to cultivate continuous improvement, confidence building, and proficiency in pronunciation, rendering a more effective and responsive learning process (Huang & Wang, 2021; Ran et al., 2021; Zou et al., 2020).

A multitude of case studies and experiments have borne witness to the effectiveness of AI-based pronunciation tools. Huang and Wang (2021) demonstrated improved French vocabulary retention and pronunciation accuracy through AI-based approaches. Ran et al. (2021) found AI models effective in providing real-time feedback on spoken English, while Divekar et al. (2022) showcased AI's contribution to pronunciation through extended reality. Additionally, studies by Zhou (2019) and Zou et al. (2020) have further emphasized the positive impact of AI on pronunciation refinement and English for Academic Purposes (EAP) speaking skills. Together, these studies affirm the potential of AI technologies in fostering personalized practice, real-time feedback, and engaging learning experiences, ultimately guiding learners in their journey toward linguistic mastery.

Challenges and Ethical Considerations

In the domain of vocabulary acquisition and pronunciation improvement via AI, there exists a myriad of challenges and ethical considerations that must be met with vigilance. One significant concern revolves around the ethical use of learner data, as AI technologies heavily depend on data collection for personalized experiences, making data privacy and security vital. The issue of bias and fairness in AI models presents additional complexity, demanding rigorous evaluation to minimize biases and ensure fair treatment of learners from various linguistic backgrounds. There's also the need to strike a balance between AI-driven practice and authentic human interaction to cultivate well-rounded language proficiency. The challenge of linguistic diversity, technology access, and an overemphasis on pronunciation, possibly neglecting other essential language skills, further complicates the landscape. AI systems' potential difficulty in grasping the nuances of learners' expressions necessitates enhancements in contextual understanding (Almaiah et al., 2022; Divekar et al., 2022; Hsu et al., 2023; Huang & Wang, 2021; Kazu & Kuvvetli, 2023; Zou et al., 2020).

Addressing these challenges ethically calls for a multi-faceted approach. Data privacy requires stringent safeguards, and ongoing vigilance against biases in AI algorithms is needed to ensure equitable assessments. The consideration of linguistic diversity and inclusivity in learning technologies is crucial, as is ensuring accessibility across different communities and for learners with disabilities. Explainability and transparency in AI algorithms, coupled with the vital presence of human oversight, add to the comprehensive ethical framework required

for responsible implementation. Close collaboration among educators, developers, policymakers, and learners, coupled with well-designed AI-based language learning tools, can make AI a valuable asset in language learning. This holistic approach not only supports learners in effectively acquiring vocabulary and improving pronunciation but also upholds ethical principles to provide an equitable and positive learning experience for all.

Best Practices and Pedagogical Implications

Integrating AI into language learning curricula represents an exciting frontier in educational innovation, promising to augment language acquisition and pronunciation refinement. To achieve this, a multi-faceted approach is needed. Pedagogical alignment should ensure that AI-powered language learning tools blend seamlessly with the curriculum's existing objectives and methodologies, serving as a complement rather than a replacement (Huang & Wang, 2021). A learner-centered design should prioritize students' unique needs, employing personalized paths, adaptive exercises, and real-time feedback (Almaiah et al., 2022). Addressing ethical concerns, including data privacy and inclusivity, is vital, alongside fostering accessibility across various demographics and integrating a balanced hybrid approach between human and AI-driven teaching (Divekar et al., 2022; Hsu et al., 2023).

Educator training and collaboration stand as vital elements in this integration. Comprehensive training enables teachers to leverage AI tools efficiently, interpret AI-generated data, and supplement learning with human touch (Divekar et al., 2022). Emphasizing ethical considerations, continuous improvement, and fostering collaboration among different stakeholders ensures the responsible development and deployment of these technologies. Cultivating learner autonomy, a growth mindset, and a consistent focus on improvement enhances the overall learning environment and student success (Huang & Wang, 2021; Ran et al., 2021).

In the realm of vocabulary and pronunciation enhancement, best practices for both educators and learners are pivotal. Educators should receive adequate training, provide personalized instruction, and contextualize new vocabulary through real-life examples (Zou et al., 2020). Actively engaging with AI tools and providing regular feedback supports continuous improvement in pronunciation and vocabulary usage (Ran et al., 2021). On the learner's side, practices such as consistency, reflection, clarification-seeking, embracing mistakes, and exploring diverse resources are integral to language improvement. These shared endeavors culminate in engaging and fruitful language-learning experiences.

Finally, the role of AI in promoting learner autonomy and individualized learning paths is worth underlining. AI's capacity to tailor exercises, adapt content, provide immediate feedback, and offer 24/7 accessibility puts the learner in the driver's seat (Almaiah et al., 2022; Huang & Wang, 2021). AI's inherently adaptive nature ensures a fit with various learning needs, allowing students to focus on areas that require improvement and progress at their comfortable pace. In effect, AI technologies become valuable companions in the journey of language learning, enhancing vocabulary, improving pronunciation, and supplementing traditional teaching methods to boost overall language proficiency.

Student's Interviews

The students' interviews produced a number of themes or domains. The first is concerned with learner's perspectives on ***AI's impact on vocabulary and pronunciation***. Learners exhibit a range of views on AI's role in language education. Some express enthusiasm, seeing AI as a potentially transformative tool that can offer tailored guidance, especially for diverse learners. In a discussion focusing on the utility of AI in language education, several students articulated favorable views on its personalized approach to teaching. Student 1 saw that AI could be a beneficial tool, stating, "I think AI is kind of cool for learning languages. It could make vocab and pronunciations easier, especially if it's tailored to how I learn." Adding to this sentiment, Student 2 mentioned, "AI helps me learn better. It knows which words are hard for me and shows how to say them. Good for my learning." Student 3, similarly appreciated AI's capabilities, noting, "AI is good for learning language. It helps with difficult words and shows correct pronunciation. Very useful for me." The prospect of improved personalized vocabulary development and pronunciation enhancement garners positive sentiment. However, others approach the concept with cautious curiosity, recognizing the exciting potential of AI while urging thoughtful consideration of its broader implications.

Additionally, there are voices that raise thought-provoking questions about AI's impact on the intricate dynamics of human interaction in education, reflecting a slightly skeptical perspective. This sentiment was articulated by Student 5, who stated, "I'm still skeptical about the precision of what AI can produce," underscoring the significance of learner input in the process. Other positive responses were given by Student 7, 8 and 9 respectively: "AI is like a super helpful tutor for learning languages. It knows what we need and teaches accordingly"; "AI in language learning is awesome! It makes studying more interesting and fits perfectly with our learning style"; "I find AI in language learning fascinating. It can make our learning faster and more efficient."

The second theme that emerged includes the positive and challenging aspects of ***AI's influence on language learning***. Learners perceive both positive and challenging facets of AI's effect on vocabulary acquisition and pronunciation improvement. The ability of AI tools to effectively enhance vocabulary and pronunciation through personalized exercises is seen as a positive development. These tools, which customize learning experiences, are viewed as a departure from traditional methods. Moreover, the rapid feedback on pronunciation offered by AI platforms is regarded as a notable advancement. In the conversation about the capabilities and limitations of AI in language education, both Student 1 and Student 3 articulated a nuanced view.

Student 1 commented, "AI tools could make learning words and how to say them better. But I am skeptical about AI; also wonder if it can understand slang or accents." This was echoed by Jawri Alnamlah, Student 3, who said, "AI is good for learning words and speaking right, but can it know slang or different ways people talk? I wonder". She added, "Some apps can sound more robotic." Student 4: However, learners acknowledge that while AI holds potential for vocabulary and pronunciation enhancement, its long-term effectiveness requires further study. Challenges associated with AI in language learning include concerns about its understanding of slang, accents, and the potential for inaccuracies. Student 4 expressed concerns about data privacy in the context of AI applications, stating, "I get a bit nervous

thinking about all the personal stuff AI could know about me. Who's seeing that info?" This comment underscores the apprehension about the confidentiality of personal information that AI systems may collect and store. The last comment by student 11 was positive but relatively critical about some deficiency in AI technology: "Student 11: "I appreciate AI for vocabulary and pronunciation, but sometimes it feels too robotic, especially for us in Saudi Arabia.". This perception is understandable since AI in vocabulary and pronunciation learning, while efficient, often lacks the subtle, emotionally resonant, and contextually adaptive qualities of human interaction, making it feel mechanical.

The third theme shows varied ***attitudes towards AI integration*** in language education. Learner attitudes toward AI's integration into language education vary considerably. Many learners express intrigue and optimism regarding AI's potential to enhance language learning. They highlight AI's capacity to offer personalized guidance that caters to individual learning needs. Student 1: "Some students and teachers think AI can make learning better. Others are not so sure". Student 2: "I'm a fan of AI in the classroom. It can really tailor the learning experience to each of us". This positive perspective resonates with both educators and students. However, the spectrum of attitudes extends further, revealing a mix of warm embrace and reserved skepticism. Some learners warmly embrace AI's potential benefits, while others express reservations, highlighting the nuanced nature of AI's integration into language education. Student 4: "AI's got its upsides, but it can't replace the human touch of a good teacher. It lacks empathy and understanding". Student 6: "Some learners warmly embrace AI's potential benefits, while others express reservations, highlighting the nuanced nature of AI's integration into language education". This diversity of perspectives underscores the ongoing exploration of AI's role in this domain. A final comment related to the integration of AI in education was by student 13, who believes in the urgency of a teacher being present in class: "I'm optimistic about AI, but we should never forget the important role our teachers play in our education."

The fourth theme concerns ***AI's real-time feedback and immersive learning experience***. Learners value the real-time feedback and immersive learning experience facilitated by AI platforms. These platforms receive commendation for their ability to provide immediate feedback, aiding learners in promptly correcting their pronunciation and enhancing language skills. In a discussion about the role of AI in language learning, several students highlighted the benefit of immediate feedback. Student 1 noted, "AI helps me fix how I say words right away. It's like having a teacher that talks back instantly." Student 2, who described the experience as "real-time coaching," stating, that the instant corrections from AI make it easier for his to improve his pronunciation, further supported this sentiment. Similarly, Student 3 emphasized the timeliness of the AI-based feedback, stating, "I love that AI doesn't make you wait for feedback. You know right away if you're getting it wrong or right." Another positive comment about feedback was given by student 15, who also stressed the role of teachers after all: "I like AI for quick feedback, but we need our teachers for the deeper understanding of our learning." Learners appreciate the focus on immediate improvement in their language abilities. However, there is recognition that the effectiveness of AI platforms in delivering real-time feedback hinges upon the quality of both the technology and content. Concerns also emerge about the depth of feedback provided by AI compared to the multi-faceted insights offered by human educators.

The corpus of interviews with students yields a nuanced tapestry of perspectives concerning the role and impact of Artificial Intelligence (AI) in language education. Four principal themes emerge from this inquiry: ***learners' assorted viewpoints on AI's potential for transformation; the perceived merits and challenges associated with AI's influence on vocabulary acquisition and pronunciation; variances in attitudes toward AI's incorporation into educational frameworks; and an evaluation of AI's capabilities in real-time feedback and immersive learning.*** While some learners advocate for AI's affordances in facilitating tailored pedagogical approaches, others proffer cautious optimism, underscoring the requisite for a comprehensive understanding of its broader implications, including concerns surrounding data privacy and the limits of machine comprehension in cultural and linguistic nuances. There is a broad acknowledgment that AI, although potent in offering real-time, personalized feedback, cannot entirely supplant the emotional intelligence and contextual understanding furnished by human educators. Overall, the landscape of opinions manifests a complex dialectic between anticipation and circumspection. This duality indicates that while AI offers an intriguing avenue for pedagogical innovation, its assimilation into language education warrants an ongoing critical examination to ensure that it serves as a complement, rather than a substitute, for traditional, human-centric teaching methodologies.

Teachers' Interviews

The teachers' interviews also produced a number of themes or domains. First, ***AI has the potential to significantly impact language education***. Regarding this theme, opinions vary across the spectrum. Three express enthusiasm for AI's transformative potential in language teaching, highlighting its capability to provide tailored guidance. Participant 1 was optimistic, stating, "Some people are really excited about how AI can totally change language teaching," and pointed out its potential benefits for diverse learners in enhancing vocabulary and pronunciation. Participant 3 aligned with this optimistic perspective, noting, "AI can give personalized help to all kinds of learners."

However, there was also an undercurrent of caution. Participant 2 articulated a more nuanced stance, commenting, "They see lots of cool things it could do, but they also think we need to be careful about how it might affect everything." Moreover, some voices raise thought-provoking questions about the role of AI, particularly in altering the intricate dynamics of human interaction in education. Here is a salient and rich response by one of the teachers: "As a teacher, I have mixed feelings about AI. It's great for customizing learning, you know. But I worry it might influence our direct, meaningful student interactions, which are essential." The final comment related to this theme was by teacher 7, who saw the accepting AI with caution is essential: "We're excited about AI in Saudi Arabia, but we must tread carefully to understand its full impact on our students."

The second theme accentuates ***the positive impact of AI on vocabulary and pronunciation***. Within this realm, affirmations abound. AI tools are hailed for their demonstrable efficacy in augmenting vocabulary and pronunciation. These tools achieve this by customizing exercises according to each learner's unique requirements, a feature that represents a significant leap from traditional methods. Furthermore, AI's ability to provide instantaneous feedback on pronunciation is lauded as a remarkable advancement. While optimism prevails, there is a cautious sentiment as well. AI-driven tools hold potential for

vocabulary and pronunciation enhancement, but their long-term effectiveness warrants systematic assessment. In a conversation exploring the potential and limitations of Artificial Intelligence (AI) in language education, a diversity of views emerged among participants. Participant 1 expressed enthusiasm for AI's capabilities, stating, "AI tools are pretty cool for making your vocab and pronunciation," and highlighted its distinctiveness from traditional methods by saying it is "way different from the old-school stuff." This participant also emphasized the immediacy of AI's feedback mechanism, describing it as "quick feedback on how you say stuff, which is awesome." However, Participant 1 also voiced some reservations, adding, "We're not totally sure how well it works in the long run." Contributing a scholarly perspective, Participant 2 pointed out the efficiency of AI, noting, "We can do things faster. These apps can adapt themselves to learners' level." Complementing these insights, Hakeem, identified as Participant 5, emphasized the practical utility of AI applications, suggesting they could function effectively as a "personal assistant." However, teacher 11 sees AI as supplementary to teaching and not fit to be used alone: "AI complements vocabulary and pronunciation teaching; it's not a substitute."

Thirdly, *attitudes towards AI in language learning are equally rich in diversity*. Observations span a range of perceptions held by both educators and students. Many express intrigue and optimism regarding AI's potential to enhance language learning. In discussions about the role of Artificial Intelligence (AI) in language education, a blend of enthusiasm and caution surfaced among participants. Participant 1 encapsulated the optimistic viewpoint, stating, "They like the idea that AI can give personalized help, which is super cool for each student." Adding a layer of scholarly validation, Participant 2 contended, "We can't be afraid of something that is positive." This shared optimism appears to derive largely from AI's potential to offer tailored instruction that meets the specific requirements of individual learners. However, a multi-faceted spectrum of perspectives was also evident. Participant 4 captured this diversity of opinion, noting, "So, yeah, people have all sorts of feelings about how AI fits into language education."

Participant 2 revisited her commentary as she observed an evolving receptivity among educators. She stated, "The generation is adaptable, and teachers are recently accepting the change." This view is supported by teacher 10 who stated: "Educators in Saudi Arabia are adapting to AI, but we highly value the personal touch we bring to teaching." Conjointly, these viewpoints elucidate the intricate dynamics enveloping AI's utility in the realm of language pedagogy. While there exists an unequivocal affirmation of its advantageous potentialities, especially in the customization of educational experiences, there is also discernible cognizance that its assimilation into instructional frameworks engenders a diverse and subtly complex array of reactions from both pedagogical practitioners and their student cohorts.

The fourth theme converges on *AI's real-time feedback and immersive learning*. Within this landscape, sentiments encompass appreciation, assessment, and a shade of caution. AI platforms receive commendation for their provision of real-time feedback, an attribute deemed invaluable in aiding learners to promptly correct their pronunciation and enhance language skills. Concerning the applicability of Artificial Intelligence (AI) in language instruction, participant testimonials evinced a nuanced tapestry of opinions. Participant 1 praised the virtues of AI, saying, "AI platforms get a thumbs-up for giving real-time feedback that's super helpful. It's all about fixing how you say stuff and getting better at the language

fast." This comment accentuates the immediacy of linguistic refinement facilitated by AI. However, this notion was tempered by Participant 3, who posited that the effectiveness of such platforms is not absolute but varies depending on the technological robustness and content quality: "But, you know, how good these AI platforms work in real-time kind of depends on how good the tech and content are."

Complicating the discourse further, Participant 4 expressed reservations, noting, "Some folks worry that AI feedback might not be as deep as what real teachers can give." Teacher 11 also sees that the use of AI's feedback in real-time should be contextualized appropriately to suit such cultural and educational needs of Saudi learners: "AI's real-time feedback is beneficial, but it should be integrated thoughtfully into our teaching methods for Saudi students." This point raises questions about the qualitative aspect of AI-generated feedback in contrast to the nuanced, context-rich insights that a human educator could provide.

Dr. Maram Almaneea, Participant 2, contributed an operational perspective to the conversation. She advocated for educational initiatives that would guide individuals in maximizing the utility of AI platforms, stating, "We should tell them how to use it in a smart way." In sum, the comments reveal a dynamic interplay between optimism about AI's real-time capabilities and prudent scrutiny of its limitations and nuances, thereby underscoring the complex, multi-faceted challenges and opportunities in integrating AI into language education.

The fifth theme extends into ***the future role of AI in language education***. Anticipation interweaves with uncertainty, encapsulating the evolving landscape of AI's presence in education. In discussions about the evolving role of Artificial Intelligence (AI) in educational contexts, Participant 1 encapsulated a prevailing sentiment among AI proponents: "Fans of AI think it's going to do more and help learners get really good and independent." This perspective articulates a buoyant vision for AI, envisaging a future where learners enjoy an enriched, autonomous educational experience tailored to individual needs. Yet, this prevailing optimism coexists with a strand of caution. Participant 3 acknowledged the need for a balanced outlook, stating, "We're looking at the bright side here, but also staying practical." The comment underscores a recognition that while AI harbors substantial promise, it is also beset by limitations and uncertainties.

Amid this optimism and caution, Participant 4 amplified the ambiguity regarding AI's future role: "We're not totally sure how big AI's role will be, and regular teaching still matters. But with this unsure future, some people are a bit concerned." This statement raises an important point about the continued relevance of traditional pedagogical methods, even as AI's role in education becomes more pronounced. A reservation was further reiterated by Participant 1, who raised concerns about the potential inadvertent consequences of over-reliance on technology: "We're wondering if relying too much on tech might shrink the importance of talking to real people in education." This reflection touches upon the existential question of how the increasing integration of AI might inadvertently marginalize essential human interactions within educational settings.

In aggregating the perspectives harvested from the interviews, it is apparent that the role of Artificial Intelligence (AI) in language education is subject to a multi-faceted dialectic among various stakeholders. There exists a calibrated enthusiasm for AI's capabilities to reformulate pedagogical approaches in nuanced ways, yet this is counterbalanced by a

judicious cognizance of its inherent constraints and indeterminacies. This confluence of views portrays a landscape characterized by a symbiosis of expectation and circumspection, signifying that AI's increasingly salient position within educational paradigms necessitates an assiduous and equipoised integration to safeguard against the diminution or obfuscation of the core tenets of human-centric pedagogy.

Future Prospects

Envisaging the forthcoming advancements in AI technology for language learning presents an intriguing challenge. However, discernible trends are beginning to emerge. Personalization is poised to play a pivotal role in the future landscape. AI systems are progressively improving their ability to comprehend individual learning patterns, leading to tailored language learning experiences. If your learning approach is distinctive, AI has the potential to simplify vocabulary and pronunciation acquisition. It's akin to having a learning companion attuned to your preferences (Huang & Wang, 2021). Moreover, AI's understanding of your preferred learning methods and strengths is anticipated to enhance its capability to facilitate learning in a manner that aligns with your preferences, embodying a personalized language learning assistant (Huang & Wang, 2021).

However, the narrative does not conclude there. The notion of AI employing diverse mediums such as videos, audios, and even virtual reality to impart language knowledge opens intriguing possibilities. This multimodal approach amalgamates various learning modalities, creating an engaging and memorable learning experience (Divekar et al., 2022). Additionally, let us consider the normalization of conversing with AI bots. These bots, conversing across languages, contribute to natural language proficiency. They emulate language companions, available for interactive conversations (Ran et al., 2021). Significantly, AI's capacity to decipher slang and cultural contexts is expected to burgeon. As a result, AI-assisted language learning is comparable to an astute linguistic mentor (Kazu & Kuvvetli, 2023).

Nevertheless, a crucial consideration is ensuring ethical compliance. It's imperative to prevent the assimilation of biases and the compromise of privacy. AI's impartiality must be preserved, irrespective of cultural or geographical origin. This becomes particularly pertinent in the context of language acquisition from a global spectrum (Almaiah et al., 2022). Additionally, AI's adaptability to evolving learning strategies is noteworthy. It can continually refine its approach based on our evolving preferences, analogous to an evolving study partner (Zou et al., 2020). Impressively, AI can synergize with educators. It offers a collaborative dynamic between AI and teachers, enhancing the learning experience (Hsu et al., 2023). The prospect of AI companions in a classroom setting is conceivable, too. AI could integrate seamlessly, aiding group learning (Divekar et al., 2022). As AI evolves, learning languages could metamorphose into an individualized journey, profoundly facilitating multilingual communication.

Potential Areas for Exploration

In the trajectory ahead, several captivating research directions beckon in AI and language learning. A longitudinal examination of AI's sustained impact on language proficiency and retention merits exploration. This involves analyzing the enduring benefits of

AI interventions in language education over extended durations (Ran et al., 2021). Addressing AI's equitable treatment across varied demographic strata is a pertinent quest. Investigating techniques to counteract bias and ensure fair learning experiences for linguistically diverse learners is imperative (Hsu et al., 2023).

The amalgamation of AI companions with conventional educators in a hybrid learning framework is a realm ripe for investigation. This approach scrutinizes how such a blend influences engagement, motivation, and language acquisition (Zou et al., 2020). The potential of AI to facilitate concurrent learning of multiple languages invites examination, including its impact on cross-linguistic transfer and bolstering multilingualism (Huang & Wang, 2021). The fusion of AI with augmented reality (AR) and virtual reality (VR) holds the potential in augmenting immersive language learning experiences. Exploring its influence on communication skills and pronunciation accuracy is a promising avenue (Divekar et al., 2022). Additionally, delving into the synergy of AI and emotion recognition technology offers prospects for bolstering motivation and self-assurance through personalized emotional support (Kazu & Kuvvetli, 2023).

Neurocognitive studies could shed light on the cognitive benefits of AI-infused language learning, elucidating the neurological aspects of vocabulary and pronunciation enhancement (Ran et al., 2021). Investigating how AI-generated data can aid educators in tailoring curricula to student development holds promise (Almaiah et al., 2022). Comparative analysis of different AI-powered language learning models could unveil optimal methodologies for language education (Zou et al., 2020). Ethical considerations cannot be overlooked. Developing ethical AI frameworks ensuring data privacy, minimizing bias, and facilitating inclusive language education is of paramount importance (Hsu et al., 2023). By embarking on these trajectories of inquiry, the realm of AI in language learning can evolve, providing innovative solutions that enhance language acquisition while upholding ethical tenets and fostering inclusivity. These pursuits have the potential to revolutionize language instruction and empower learners with effective communication skills across diverse linguistic contexts.

Conclusion

This paper presents an in depth analysis of Artificial Intelligence (AI) as a determinant of vocabulary and pronunciation developments with respect to learning language. Analysis of this kind has shown a complex picture, which shows many possibilities as well as shortcomings of the AI technologies. We were able to detect various AI capabilities such as personalizing instruction, modulating learning pathways and instant feedback. Such capabilities together promote a student-centered approach which enables the learners to become involved in their learning process.

Although the potential of AI to offer data-driven customization for varied learning needs is exciting, our findings have also unearthed some apprehensions among learners. At the present time, it remains problematic for AI to understand subtleties such as slang, accents and dialects involved. Secondly, as AI platforms appear to overcome geospatial and temporal barriers, the issue of access particularly in low-resource settings remains unanswered.

However, the prospects of AI-driven language learning advancements in this context are promisingly exciting including sophisticated conversational agents as well as immersive technologies. Nonetheless, this optimism should be balanced with the scrutiny of ethical aspects that include area like data privacy and fairness in their algorithms.

The developed landscape of AI's influence for language learning hints at the fact that its incorporation is not a technology forward movement but rather, something pegged on pedagogical issues that require careful consideration. AI offers such benefits as personalized instruction and immediate feedback provision, however; these advantages come with a greater environment of ethical and technical problems. To harness AI's full potential in language learning, it is essential to have collaboration between researchers, educators, and technologists, reflecting the field's complexity and continual evolution. Hence, the future of language learning using AI is bright but requires continued critical involvement of all players to make it strong and effective.

Implications

The study illuminates the profound implications of AI's potential in reshaping personalized vocabulary acquisition and pronunciation refinement. The spectrum of learner sentiments, spanning from eager adoption to prudent inquisition, underscores the imperative for educators and developers to artfully navigate the evolving role of AI in language education. This necessitates a calibrated approach, where AI's advantages are harnessed while apprehensions are addressed, safeguarding the invaluable human dimension of education.

The discernible consequence of AI-driven tools on vocabulary and pronunciation enhancement emerges as a salient implication. The instantaneous feedback and individualized exercises epitomize how technology can catalyze more potent and captivating language learning methodologies. This alludes to the prospect that educators and learners alike can seamlessly integrate AI tools into traditional practices, fostering a more participatory and immersive learning milieu.

Additionally, the accentuation of learner autonomy and skill elevation points to a paradigm shift toward personalized and self-directed learning trajectories. The envisaging of AI-powered platforms that adapt in sync with distinct learning styles and requirements portends a future wherein learners exercise heightened agency over their linguistic advancement. This portends the cultivation of an educational milieu that not only encourages AI tool utilization but also nurtures critical discernment and self-regulatory capacities among students.

Moreover, the symbiotic potential of AI and conventional pedagogical methods underscores the indispensability of harmonizing human educators with AI technology. The aptitude of AI to illuminate educators' insights and elevate classroom language instruction envisages a future where educators can evolve into curators of enriched learning experiences. This underscores the need for educational institutions to invest in robust professional development, equipping instructors with the acumen to seamlessly integrate AI tools into their instructional strategies.

Recommendations

There is an urgent need for further research to address the problems that AI faces in grasping such phenomena as slang, accents, dialects, etc. with larger samples. Also, it is possible to use AI-based language instruction in such disadvantaged regions. Creating principles for using AI, including data protection and algorithm equity, is essential to earning the confidence of clients. Effective implementation of AI calls for complete training and professional development programs for educators concerning the subject. The use of AI tools to promote learner autonomy and facilitate personalized learning plays a key role in enhancing language proficiency. In order to keep abreast of innovation, AI technology must be researched and developed. The intricacies behind the incorporation of AI can be simplified by collaborating efforts between researchers, educators, and technologists. Finally, we can integrate AI into language education, but only if we prioritize what makes an indispensable human teacher. The recommendations consider accessibility, ethical concerns as well as human involvement in the use of AI for language teaching.

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Appendix A

Students' Interview

1. What do you think about AI in language learning? How might it help you with your vocabulary and pronunciation, especially if you're learning in different ways?

2. Can you think of any times when AI has helped people learn new words and improve how they say them? Are there any difficulties you can imagine when using AI to learn a language?

3. What have you noticed about how teachers and students feel about AI in language learning? How do you picture AI working together with regular teaching methods?

4. From your experience, how does AI technology give you feedback and make learning feel more immersive? Can you give an example of how it's made learning a language easier for you?

5. What do you imagine AI will do differently as you learn languages in the future? What do you think will be the new trends? How might these changes help you become a more independent and skilled language learner?

Appendix B

Teachers' Interview

1. You must've heard about artificial intelligence or AI. In nutshell, What's your perspective on AI in language teaching? How do you think it affects vocabulary and pronunciation for diverse learners?

2. Can you give examples of AI's positive impact on vocabulary and pronunciation?

3. What challenges do you see when integrating AI in language learning?

4. What do you notice about educators' and students' feelings toward AI in language learning?

5. How do you imagine AI and traditional methods working together?

6. Based on your experience, how do AI platforms offer real-time feedback and immersive learning? Can you explain how they've improved language acquisition?

7. How do you think AI's role will change in language education? What trends do you predict?

8. How could these changes boost learner independence and language skills?