

Teaching pronunciation of sounds to non-Arabic speakers via electronic platforms

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Abstract---This topic deals with teaching the pronunciation of Arabic sounds to non-Arabic speakers through electronic platforms, as a growing field in language education. It focuses on the role of digital technologies, such as multimedia, audio recordings, and instant feedback, in helping learners recognize phonetic distinctions and master the exits and qualities of letters.

Keywords---Education, pronunciation of sounds, non-Arabic speakers, electronic platforms.

Introduction

Teaching the pronunciation of Arabic sounds to non-native speakers is one of the most prominent challenges in the field of teaching Arabic as a second language, due to the Arabic's special sound system, which differs in its outputs and qualities from many other languages. With the rapid development of digital education technologies, electronic platforms have emerged as effective learning environments that offer new opportunities for teaching pronunciation in interactive ways that transcend the boundaries of time and space. This research is one of the many researches that are interested in ways to teach Arabic to non-native speakers in order to attract the attention of researchers and specialists in this field.

1 - acquire pronunciation to teach Arabic language:

Acquiring a good pronunciation for learning a language is one of the most difficult elements of the language to acquire, and this is due to the training of organic organs to pronounce the sounds of this unfamiliar language, which has no analogues in the native language, the speech apparatus is associated with speech habits and poses a difficulty for a non-speaking learner, which requires a lot of care and training, and because the learner of the Arabic language has been accustomed to hearing the sounds of his native language, since a young age, and his ear was hearing only those sounds; so such a learner should be trained in auditory discrimination-intensively- In order to understand the differences between

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the Arabic sounds and the sounds of his language, in order to realize those differences, which he was not even aware of, and in order to be able to distinguish audibly between these differences.

2-factors that affect the curriculum of teaching the Arabic language to non-native speakers

Since its emergence, linguistic studies have been paying great attention to how teaching and learning in general, and language teaching in particular, but what modern technological civilization has known, and scientific theories have reached in the field of Language Teaching are many and important, so that they have contributed in one way or another to teaching languages, as there are many" factors that affect the curriculum of teaching Arabic to non-native speakers, as seen by scientists in the following :¹

1-the development of linguistic and pedagogical studies in the field of Language Teaching and learning, which led to :The development of new approaches in the study and teaching of languages and the emergence of new sciences such as linguistic psychology, Psycholinguistics, linguistic sociology and conversational conversations, and the emergence of new approaches to Language Teaching and learning such as: suggestive input, integrative language input, comprehensive physical response input and others

2-the development of the use of modern technology in language learning, the emergence of computers, audio-visual devices and the use of multimedia in teaching, which led to the development of language teaching programs based on individual and group self-learning.

3-increased interest in Educational Scientific Research in the field of language learning and teaching, which led to the emergence of new directions in the construction of curricula and programs such as programming, modeling, competencies, performance... Etc.

4-attention to the technical level of the teacher, and the trend towards preparing the Arabic language teacher for non-native speakers, he establishment of many institutes based on its preparation and training, and the popularity of teachers of this language around the world various training courses conducted by international and local Arab and Islamic organizations to train, therefore, the success of any curriculum or program for teaching Arabic depends on the level of attention to the technical level of the teacher.

5-the nature and characteristics of future learners of the Arabic language from young and old, and from different nationalities and languages, whenever we have available studies, information, knowledge and data about the quality of learners, their characteristics, ages, languages, motivations and previous experiences, we have the possibility to build language learning curricula and programs suitable for them, in addition to facilitating the preparation of educational materials suitable for them as well.

The real purpose of "teaching Arabic to non-native speakers"² , it is the achievement of the neutral practical ability of the learner to enable him to communicate His purposes in that language and at the same time enable him to perform these purposes in Sound terms, such as the language to which the speakers belong what you know conditions and standards, making the learner of the Arabic language able to use the language in various circumstances and rhetorical conditions sound other

3-objectives of teaching voices:

The objectives of teaching Arabic sounds in its teaching programs for speakers of other languages can be determined in the light of the three types of language teaching, as follows:

1-correcting the forms of sound performance acquired by the learner from his native language, and minimizing the forms of interference between two sound systems, one of which is already an object for the learner and the second of which he should have.

2-providing the learner with new styles of the target language(Arabic here) and training him to pronounce sounds that have no analogues in the phonetic system in the learner's native language, such as training him on the sounds of eye, Gheen, H, Kha, y, z, Za and za...And others.

3-providing the learner with information about the characteristics of the Arabic language and the features of the sound system in it, as here we should explain to him in practice how the sounds of the Arabic language are distributed on the entire speaking system starting with the oral letter B and ending with the eye letter ³.

4-teaching sounds in Arabic language teaching programs for non-native speakers:

Classical Arabic has thirty-four sounds distributed as follows:

- 1.Three voices for short maladies (movements)
- 2.Three voices for long maladies (tides)
- 3.Two voices for half-ills (wow and Y)
- 4.Twenty - six sounds for consonants (silences), namely: A, B, T, w, c, h, x, D, Y, T, G, u, z, i, z, P, G, S, K, L, M, N, E.

5-stages of teaching voices:

1. Voice recognition stage:

It is intended to perceive and distinguish sound when heard separately or connected. Through the :

- ✓ The task is to display a set of images that include the sound to be trained on.
- ✓ A teacher pronounces the names of these pictures with him focusing on this sound.
- ✓ The process repeats the learner behind the teacher.
- ✓ After that, the learner is assigned to look at other pictures, pronounce their names and highlight the sound that the teacher has assigned to him⁴.

2.The stage of phonemic discrimination:

Sound discrimination trainings are aimed at perceiving the difference between two sounds and distinguishing each of them from each other when hearing it, or pronouncing it, sound discrimination trainings are conducted as follows:

- ✓ The task of displaying images of objects whose names contain sounds, asking to distinguish between them.
- ✓ Y teacher pronounces the names of these objects with an emphasis on the two opposite sounds that he wants to train students to distinguish between.

3.The stage of acoustic abstraction:

The main goal of abstraction is to train the learner to generalize and recognize the specific sound, no matter how different its location in the word, and in the exercises of phonetic abstraction, the intended sound is displayed in three cases, Open, Embedded and broken, through images whose names include this sound spoken at the beginning of the word.

It is possible to choose some of the verses of the Holy Quran, for the learner to listen to them from a glorious reciter, and the target sound in each lesson acquires a different color, to help the learner to focus and distinguish ⁵.

6-guidance for the teacher in teaching sounds:

If the teacher wants to reduce the difficulties of learners in pronunciation, it is recommended to take into account the following suggestions:

1.Modeling students should listen to the model before repeating it: let the learners listen to the sentence or word two or three times and then repeat it after you.

2.Correct pronunciation: the teacher's job is to attend his lesson well before entering the class and make sure that each word is pronounced correctly in terms of its sound, movements, and also in terms of tone. DTEQF DTEQF

3.Accustoming learners to the speed of pronunciation: the teacher must train learners to the correct pronunciation on the one hand, and to speak at normal speed on the other hand, this means that it is not advisable for him to pronounce the sentence at an unusually slow speed, because such a speed loses the proper intonation of the sentence, leads to lengthening short vowels, and makes pronunciation unusually grandiose, and the goal of normal speed is achieved by presenting the teacher the model at normal speed to emulate when they repeat after him.

4.Paying attention to the letters that are written and not pronounced: it is better for the teacher to draw the learners' attention to the letters that are written and not read, such as a thousand in (they went), and the letters that are written but turn into other sounds such as Lam in the definition when they are followed by a solar letter such as (apples).

5.Focus on the special sounds of the Arabic language: the teacher should know the Arabic sounds that are difficult for learners to pronounce, and give these sounds more attention and exercises than easy sounds.

6.Preparation of a therapeutic program for sounds: the teacher should be ready and able to prepare applied exercises to address learners' speech difficulties⁶.

7-physical program for teaching Arabic sounds to native speakers and non-native speakers

Among the programs used to improve the correct pronunciation for teaching Arabic lights, we find "Speech Analyzer" (s - a), which contains the following types⁷ :

- Create a wav audio file
- Using WAV Forme as an acoustic waveform
- Less than the magnitude of the size
- How to Ritch a sound score
- Can Spectrogramme spectrum or stealth
- Formants formants (packages)

The audio Analyzer (s - a) is a program that is used to analyze sound, which is what was relied on in this study through its use in analyzing the acoustic phenomena contained in "Surat Rahman", the audio Analyzer (s - a) can display a spectral image through a gray gradient or through 256 colors to justify the sound wave, equipped with data including Pitch hertz, in the preferred spectral image we can Hz) with a time elapsed in seconds⁸.

The acoustic Analyzer is a rectangular shape that displays a graphic of the sound wave and its volume, a sound pitch determination scale, sound beams and a spectrum or ghost.

8-identification of Acoustic Samples

The sound samples are determined considering how the guttural sounds are pronounced by learners of Arabic who are native speakers of it and non-native speakers, and then the required samples are recorded following the following stages:

1. Recording the audio sample as it is in its used and ordinary linguistic reality.
2. Record the audio sample as the foreigner pronounces the guttural sounds in Arabic.
3. Convert the audio recording in the audio soft disk (CD-ROM audio) to a special audio file called (mode wave), which is used for audio analysis (s - p).

Conclusion

Through this study, the following results were obtained:

- The technology-based education system is an important means of achieving continuity of education in various social and health situations, such as the corona pandemic, with the possibility of providing a safe environment for education.
- The right to education should be redefined by including the right to communication, to ensure the continuity of teaching and the success of distance education, where a large place is given to educational technology, and then free access to digital platforms for universities should be facilitated and communication barriers removed
- The continuity of the University's performance through distance education, for those interested in learning the Arabic language and its sounds, requires a large degree of digital transformation, and therefore it is clear the need for technological modernization of universities to create the requirements of the distance education environment and direct the formation of professors to teach using educational technology.
- It is also necessary to invest in digital education, which means that a complementary strategy is implemented that reduces the digital divide and develops the skills of distance education teachers in the field of university education.

- It is necessary to provide modern infrastructures and technological means in order to ensure effective technical accompaniment, so that the use of the distance education system is feasible and has a role in plans to upgrade the teaching of the Arabic language to non-native speakers.
- It has turned out that the distance education policy for Native or non-native Arabic speakers is an important mechanism that can play a role in supporting attendance education at universities, achieving continuity in periods of interruption, overcoming time and space barriers, and therefore it is necessary to work to support and develop this policy, through the provision of technological means, information systems and programs, and the development of educational platforms and computer programs.

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