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	Title of research article  Revisiting the Didactics of the Structural Approach in the Works of Abderrahmane El-Hadj Saleh: Linguistic, Philosophical, and Pedagogical Dimensions
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Abstract	This study explores the didactic underpinnings of the structural approach in language teaching through the lens of Abderrahmane El-Hadj Saleh's linguistic thought. As one of Algeria's foremost linguists and theorists of Arabic didactics, El-Hadj Saleh sought to reconcile linguistic theory with pedagogical practice, emphasizing the compatibility between structural linguistics and the cognitive as well as sociocultural dimensions of Arabic learners. The paper first redefines didactics as an interdisciplinary science grounded in the triadic relationship between the teacher, learner, and knowledge. It then situates the structuralist approach within the historical evolution of educational models in Algeria, highlighting its philosophical, psychological, and social foundations. Using El-Hadj Saleh's writings as a conceptual framework, the study examines how his interpretation of Saussurean structuralism was adapted to Arabic linguistic realities, thus bridging Western linguistic paradigms and local pedagogical contexts. The findings indicate that El-Hadj Saleh's vision of structural didactics transcends mere linguistic analysis, proposing a holistic model that integrates language structure, meaning, and social function within the educational process.
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1. Introduction

The Arabic language, with its intricate morphology, syntax, and semantic layers, presents unique challenges for both native and non-native learners. Abderrahmane El-Hadj Saleh identified these challenges as a call for pedagogical innovation—one that moves beyond mechanical grammar instruction toward a structurally coherent and conceptually meaningful approach. His theoretical contributions, notably in *Research and Studies in Linguistic Sciences*, reveal an attempt to link structural linguistics with educational psychology and pedagogy.

The study aims to elucidate how El-Hadj Saleh reinterpreted the structuralist paradigm to serve Arabic language teaching in Algeria. While the structural approach had Western origins in Saussurean linguistics, El-Hadj Saleh localized its didactic function, situating it within Algeria's postcolonial educational philosophy and sociolinguistic realities.

2. The Structural Curriculum

2.1. Foundational Concepts

The term curriculum denotes not only the content delivered to learners but also the set of cognitive and affective experiences guiding their intellectual growth. Following Al-Rubaie (2016) and Bahri (2012), this research distinguishes between narrow and broad definitions of curriculum: the former emphasizing prescriptive content, and the latter emphasizing learner-centered experiences. The structural curriculum, therefore, represents a synthesis—balancing the systematic nature of linguistic structure with the learner's experiential engagement.

Philosophical and Pedagogical Foundations

Curriculum development in the structuralist tradition draws upon four main foundations: philosophical (ideological orientation), psychological (learning processes and motivation), cognitive (relationship between knowledge domains), and social (cultural and moral needs). El-Hadj Saleh's approach harmonizes these dimensions through a linguistically grounded pedagogy that promotes cognitive rigor while respecting the sociocultural specificities of Arabic.

Theoretical Foundations of the Structuralist Approach

Definition and Origins

Structuralism, as formulated by Ferdinand de Saussure and later expanded by Jakobson and Trubetzkoy, emphasizes the interdependence of linguistic elements within a system. Although Saussure never explicitly used the term "structuralism," his conceptualization of *langue* and *parole* laid the groundwork for later developments. According to Stüch (2008), the term first appeared formally in 1929 during the First Congress of Slavic Linguists, where scholars called for a systemic study of language—a principle that would deeply influence El-Hadj Saleh's linguistic thought.

El-Hadj Saleh's Adaptation

El-Hadj Saleh's originality lies in his recontextualization of structuralism. While he upheld the systemic nature of language, he criticized its abstraction when detached from sociocultural realities. He argued that Arabic, as a language of revelation, logic, and culture, necessitates a dynamic structural pedagogy that links form to meaning and thought. His writings propose a pedagogical model where structure is not static but dialectically linked to the learner's linguistic and cognitive development.

Methodology

This study adopts a qualitative descriptive-analytical method. The researchers conducted a textual analysis of El-Hadj Saleh's principal works and related pedagogical literature, focusing on thematic extraction and comparative interpretation. Educational documents from Algerian curricula (post-2003 reforms) were also reviewed to contextualize his theoretical influence. The methodological framework integrates:

- Documentary analysis of linguistic and pedagogical sources.
- Comparative synthesis between classical structuralist theory and El-Hadj Saleh's reformulations.
- Interpretative hermeneutics to uncover implicit didactic assumptions within his writings.

Novelty and Scholarly Contribution

This paper provides one of the first comprehensive academic analyses linking El-Hadj Saleh's linguistic theory with modern didactic frameworks in Arabic education. It reinterprets structuralism from a postcolonial Algerian perspective, revealing how global linguistic paradigms were localized. It bridges the gap between linguistic theory and classroom application and establishes El-Hadj Saleh's contribution as a transcultural adaptation of Saussurean thought, enriching both linguistic and educational sciences.

2.1. Foundational Concepts:

Definition of Curriculum: Mahmoud Daoud Al-Rubaie, in his book, *Contemporary Educational Curricula*, argues that researchers in defining curriculum are divided into two sections or groups:

"The second: A group of broad, modern definitions of curriculum, represented by the definition of curriculum as educational experiences, a written educational work plan, or a production system" (Al-Rubaie, 2016, p. 16).

From what has been discussed, there are two meanings of curriculum, one in the narrow sense in a limited scope and the other is the broad concept. Mona Younis Bahri says: "The broad concept of curriculum emerged as a reaction to the narrow or traditional concept that is limited to school curricula and is concerned with the mental aspect of the educational process to the exclusion of others, (...) As a result of adopting the broad concept of curriculum, experiences and activities expanded and the number of what is presented to the student through school guidance increased and extends beyond the school to include the student's activities, in addition to interest in the cognitive, physical and emotional aspects, as through the curriculum the student acquires new behavior, or modifies the current behavior or is established or removed" (Bahri, 2012, p. 17). Through this quote, the difference between traditional and modern curricula is in the focus of interest. After the focus of interest was entirely on the material and educational content, this view changed with modern curricula as the focus of interest became focused on the learner. This explains why educators rely on several psychological educational theories in curriculum development and their application in the educational process.

2.2. Foundations of Curriculum Development:

Curriculum development is based on a set of principles and foundations. Curricula are not created in a vacuum, but are derived from numerous sources, including the following (Al-Rubaie, 2016, pp. 81-83):

- **Philosophical Foundations:** This is the wisdom acquired by individuals, whether within an organized cognitive framework such as university or through their life experiences, and which they seek to utilize. We find that there are fundamental trends upon which educational philosophy is based: the authoritarian approach, the democratic approach, and the absolute liberation approach.
- **Psychological Foundations:** Here, the focus is on the psychological requirements and cognitive needs of learners, based on consideration of learners' characteristics, individual differences, and stages of development, as well as the development of many devotional values, etc.
- **Cognitive Foundations:** This relates to knowledge itself, by considering the relationship between the various sciences and knowledge and their life applications.
- **Social foundations:** Here, the focus is on the demands of society and the needs and cognitive requirements of its individuals. It reinforces the values of tolerance, cooperation, ethics, religion, technological education, etc.

This diversity in the foundations upon which the curriculum is based demonstrates that the educational process is an art based on scientific foundations, given the complementarity between the factor of experience and scientific educational theories.

3. Theoretical Foundations of the Structuralist Approach:

3.1. Definition of Structuralism:

Samir Sharif Steitieh says about the term structure: "Although (...) [Saussure] did not use the word structure or structuralism in his lectures published after his death, the content of structuralism reveals itself in the theories Saussure developed to explain linguistic phenomena. Saussure did not use this term, as we mentioned, but rather spoke about its content. The first time he used this term was in the statement issued by the First Congress of Slavic Linguists in 1929. The term "structure" was included in it with its well-known meaning. Among the participants in this conference were Jakobson and Trubekoy. The conference called for the adoption of a new approach to the study of language, which they called "the structuralist approach" (Stitieh, 2008, p. 161).

Dr. Saleh Belaid defines structuralism as: "A scientific doctrine based on a rational positivism with the aim of clarifying social and human facts by analyzing and reconstructing them, whereby it aims to "Structuralism is based on a theoretical foundation that the structure is composed of partial elements and components, and that any change that occurs in any one of these components must affect all the other components and elements (...). On this basis, structuralism is a general principle that can be adopted in language, society, and other areas (...). Just as this principle is suitable for explaining social phenomena, it is also suitable for explaining linguistic phenomena. Hence, linguistic structuralism was a linguistic method" (Stitieh, 2008, p. 161). As is known, many schools have emerged from structuralism over the decades, "which indicates the development of the idea of structuralism, including the school of Prague, and the American school founded by Bloomfield. Linguistic schools that adopted structuralism as a starting point also appeared, such as the school of transformational generative grammar and the school of templates (Hamed and Khalifa, 2009, p. 37). Structural schools have multiplied, each with its own theories and intellectual framework that represents it in the study of language. Among the most important linguistic schools that fall within structuralism and adopt Saussure's views as their theoretical starting point are (Belaid, 2000, p. 33): the Saussurean school, followed by the Prague school, which focused on phonology, then the French functional school, which focused on functional phonetics, pioneered by André Martinet. This is followed by the distributional school, whose impact on the educational field is clear, as one of its concerns is the distribution of speech within a linguistic context. It describes language as:

- Merely a social behavioral habit learned through trial and error.
- Limiting and classifying the main structures in a language according to usage.
- In their view, language is speech. Audible by the speaker.
- Language, in their view, is the actual accomplishment, regardless of the factors controlling the organization of language into sentences.

The theories advanced by this school and the schools that preceded it, "Functionalism and the Prague School," had a significant impact on the application of the structural approach in the educational process. In particular, each school focused on one or two levels of language, and describing and analyzing these levels facilitated the process of teaching them.

3.2. Methods Used in the Structural Approach:

Researchers Nayef Kharma and Ali El hadj Salehaj believe that: "We tend to call the structural approach a group of foreign language teaching methods that emerged and were used primarily in the period from approximately the third decade of this century until the emergence of what was called the communicative method in the late 1970s and early 1980s" (Kharma and El hadj Salehaj, 1988, pp. 157, 158).

The Reason for the Emergence of the Structural Approach: There are several reasons that led to the emergence of the approach. Structuralism, including (Kharma and El hadj Salehaj, 1988, pp. 158, 159):

- A reaction to the grammar and translation method, and some traditional approaches to the everyday use of language.

- A reaction to historical and comparative approaches, with the emergence of descriptive linguistics, which focuses on linguistic levels.
- A reaction to the prevailing normativity, with the emergence of the behavioral approach, which explains language learning on the basis of stimulus and response, and the convergence between linguistics and psychology in applying the mechanism of scientific research.
- The need to learn foreign languages, especially English.
- Technological development, which has provided other methods for language learning.

Teaching methods that fall within structuralism: The emergence of the structural approach was accompanied by the emergence of several language learning methods, including (Kharma and El hadj Salehaj, 1988, pp. 159-161):

- The Direct Approach: This focuses on the language people speak in their daily lives and on mastering oral skills by listening to the language directly as native speakers speak it. This is accomplished by: Acquiring rules by inferring them through use, rather than focusing on them directly.
- The Reform Method: During language learning, the focus is on communication, daily conversation, and situations, with no preference between spoken and written language. It also calls for reading and writing topics related to real life, teaching correct pronunciation and other phonetic aspects, viewing each language on its own merits, and calling for the establishment of a scientific approach to language study.
- The Reading Method: Reading a foreign language and attempting to understand it without referring to the mother tongue or translation. The focus is on silent reading, both intensive and extended, memorizing lists of the most common words, learning some appropriate structures before and during reading, and practicing "practice and practice."
- The Audiolingual/Visual Method: Viewing language as a reality, not as a standard, and viewing language as habits and behaviors developed through reinforcement and reward, and in social situations, with the oral aspect prioritized over the written aspect. Among the most important principles of the Audiolingual/Visual Method (Kharma and El hadj Salehaj, 1988, pp. 161-164) are:
 - Language is spoken, not written. It relies on gradual progression and the importance of prioritizing spoken speech and sounds over written language, focusing on everyday language rather than formal language.
 - Language is a set of habits: Acquiring language for children is similar to acquiring any other behavior. Some teaching methods are adopted, such as imitation, rote learning, and training in linguistic patterns, all through continuous training until the language is mastered.
 - The teacher must teach the language itself, not information about the language. Here, the teacher focuses on teaching students the language of everyday life.
 - Language is the language used by its speakers, not the standard linguistic patterns imposed on them by others. Here, all linguistic patterns, even colloquial ones, are taught.
 - Languages differ from one another: The audio-oral method considers each language separately, focusing on language teaching based on the unique characteristics of each language and the differences between languages. It also focuses on idiomatic expressions.

4. Learning Theories Adopted in the Structuralist Approach:

4.1 Definition of Theory:

A theory, as defined by Imad Abdul Rahim Al-Zghoul, is defined as: "A set of rules and laws related to a phenomenon, such that these laws result in a set of concepts, assumptions, and processes that are interconnected to form an organized and integrated view of that phenomenon" (Al-Zghoul, 2010, p. 26). The role of theories is to provide an explanation for the phenomena that are the subject of these theories, by decoding the components of these situations and identifying the impact of each component on the degree of behavior.

4.2 Behavioral Theories:

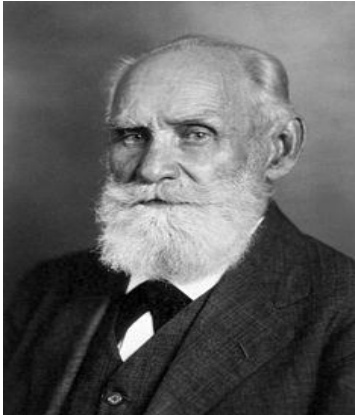
Behavioral theories are divided into two categories: associative theories and functional theories. The following table illustrates the nature of each theory, along with examples of some of the theories and the most important names that formulated their initial principles (Al-Zghoul, 2010, p. 44):

behavioral theories	Naming the theory	founder of the theory
First: Associative theories: These theories explain the learning process on the basis that it is a connection and association between stimuli and responses. Learning, in the view of those who support associative theories, is responses to stimuli. However, the difference between the theories and the specificity of each theory lies in explaining the nature of the connection. Each theory has its own tools and intellectual specificity in explaining learning.	Classical conditioning theory	Ivan Pavlov
	Opinions on engagement	John Broadus Watson
	Conjunction theory	Guthrie Edwin
	Conjunction theory	William Kaye Estes
Second: Functional theories: These theories explain learning on the basis of the function performed by behavior, taking into account the associations formed between stimuli and responses.	Trial and error model	Edward Lee Thorndike
	Motivation theory	Clark Leonard Hull
	procedural learning theory	Skinner Burrhus Frederic

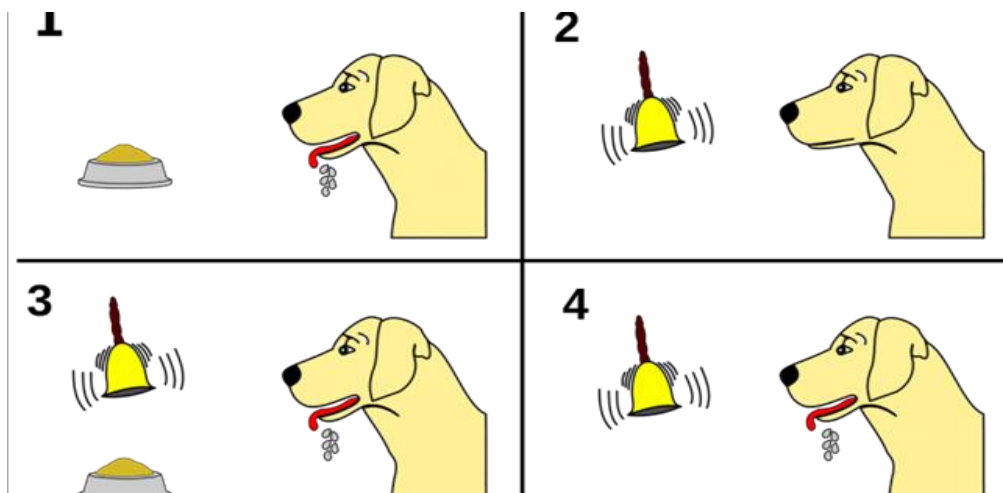
4.2.1 Associative Theories:

A- Classical Conditioning Theory - Ivan Pavlov:

Definition of Conditioning Psychology: Fares Al-Ashqar believes: "Classical conditioning can be defined as: the formation or strengthening of the association between a conditioned stimulus and a response, through the repeated presentation of the conditioned stimulus with an unconditioned stimulus that usually elicits a specific response. The basic response to the unconditioned stimulus is called the unconditioned response, while the learned response is called the conditioned response" (Al-Ashqar, 2011, p. 129). Through this definition, we can say that classical conditioning is the teaching of behaviors by activating responses to different stimuli. This means teaching the organism to respond in a specific way to a specific stimulus. An example of this is teaching a child behaviors through stimuli, such as teaching them fear through words and false stories. When they hear a story, the story's characters become stimuli, causing the child to respond, which is a feeling of fear.



Ivan Pavlov's experiment on dogs: Mustafa Nasif dates Pavlov's experiment to around 1902 AD, when Pavlov noticed that the dogs being tested would react to the employee offering them food as soon as they sensed his arrival or heard his footsteps (Nasif, 1983, p. 73). The experiment conducted by the Russian scientist Ivan Pavlov was an attempt to study animal behavior. He conducted an experiment on a dog. He offered food, and the dog would have a natural response, which was salivation upon seeing the food. Then, Pavlov linked the food to the sound of a bell. That is, Pavlov was offering the dog food, and shortly before that, he would tap on the bell. The dog associated the sound of the bell with the food, and the dog would have a response to the sound of the bell, just like the response it has upon seeing food. Pavlov observed two types of responses: the first is appetitive conditioning, which is a desirable response, as the dog responded and followed the food. The second type of response is aversive conditioning, which is the dog's fear of a neutral stimulus, which is light (Al-Zaghoul, 2010, pp. 49-51).



(Figure 2) An illustrative image of Ivan Pavlov's classical conditioning experiment.

4.2.2. Conditioned Behavior Variables:

To understand conditioned behavior, its variables must be defined. The term "variables" is restricted here, as conditioned behavior can be acquired based on many variables, such as salivation, language learning, or other variables that can be taught. The variables of conditioned behavior are (Al-Sharqawi, 2012, pp. 34, 35):

Unconditioned Stimulus: This is a natural stimulus, such as food. When an animal sees food, it salivates as a natural response. Food is the unconditioned stimulus, which is strong, effective, measurable, and evident in the animal's behavior.

Unconditioned Response: These are natural responses, such as salivation when a dog sees food. Salivation is an unconditioned response, meaning it is natural or instinctive. **Conditioned Stimulus (Neutral, Non-Native):** A stimulus that precedes or accompanies an unconditioned (natural) stimulus. In Pavlov's experiments, it was the sound of a bell, so the sound of a bell that precedes or accompanies the placement of food is the conditioned stimulus. **Conditioned Response:** A learned response that is similar to the unconditioned response, but has become similar to it, not the same, because it is a reaction to a different stimulus. The same response occurs with two stimuli: an unconditioned (natural) stimulus and a conditioned stimulus. A conditioned response is one that occurs to the conditioned stimulus and is learned and acquired, not natural. In Pavlov's experiment, the dog began to salivate at the sound of the bell, not at the food.

Elements of Pavlov's Experiment in Light of the Terminology of Classical Conditioning Theory: Returning to Pavlov's experiment, we attempt to classify the elements of the experiment in light of the terminology of classical conditioning theory:

Unconditioned Stimulus: Food.

Unconditioned Response: Salivation at the presence of food.

Conditioned stimulus: The sound of a bell

Conditioned response: Salivation upon hearing the sound of a bell

Concepts related to conditioned learning: There are many concepts related to conditioned learning. By addressing these concepts, we intend to delve deeper into understanding conditioned learning and controlling or eliminating it in the event of conditioned learning cases (Ashqar, 2011, pp. 130-131):

Reinforcement: Reinforcement occurs when a natural stimulus comes after a conditioned stimulus. Here, the conditioned stimulus is focused on, strengthening and reinforcing the association.

Extinction: Here, if we want to get rid of a conditioned stimulus, we must continually present the conditioned stimulus without reinforcement until extinction occurs and the response returns to normal.

Automatic recovery: Here, the conditioned stimulus is presented again, and the response reappears.

Generalization: This is the occurrence of responses to similar stimuli. Stimuli similar to the original stimulus elicit the same response in the organism. Here, the organism generalizes its understanding of the stimulus to all similar stimuli (Al-Sharqawi, 2012, p. 44).

Discrimination: This is a concept somewhat different from generalization. In contrast to generalization, an organism can distinguish similar stimuli if presented together, and the response is to the previously learned conditioned stimulus (Al-Ashqar, 2011, p. 131).

These concepts and others are closely related to the learning and reinforcement of responses and associated stimuli. Human behavior is the result of previous experiences and expertise, all of which are considered stimuli and responses to a continuous cycle of factors.

4.2.3. Advantages and Disadvantages of Ivan Pavlov's Classical Conditioning Theory:

First: Advantages: Ivan Pavlov's classical conditioning theory has a number of advantages, which we mention as follows (Wollandari, 2016, pp. 20, 21):

- It is suitable for acquiring abilities that require practice and habituation, and is easy to deal with, with speed, spontaneity, flexibility, and durability.
- It allows teachers to form observations of learning conditions and situations.
- The teacher does not give many lectures to students and directs students to study independently.
- This theory is suitable for children who need guidance, commands, and dominance.
- It is positive in terms of reward, imitation, repetition, and routine roles.

Second: Disadvantages: While behavioral theory has a number of advantages, it also has equally significant disadvantages, including (Wollandari, 2016, p. 21):

- The teacher plays a pivotal role in the educational process, and all reliance is placed on him.

This theory focuses on learning as a direct activity, but learning is a brain activity, and behavioral theory neglects the role of the mind.

- It makes learners resemble robots and machines, but humans have their own peculiarities. For example, if a person is stubborn about giving up habits like smoking, they may never stop. Similarly, the learner may refuse to learn, and behavioral theory is ineffective in this case; they need other coping skills and alternatives.
- It makes humans resemble animals in learning, which is absolutely unacceptable.

The status of the theory today: Classical conditioning theory still holds a prominent position in academic circles. Mustafa Nasif believes that the importance of the theory today is due to the existence of a specialized institute based on this theory. It has also helped address many behavioral issues beyond educational and learning, such as studying some learning problems such as aversion and lack of desire to learn, among others (Naseef, 1983, pp. 81-84).

Behavioral Theories and Their Educational Applications: Ivan Pavlov's Classical Conditioning Theory as an Example:

- Behavioral Theory and Its Educational Applications: Classical conditioning theory introduced many concepts that have helped educators in the educational process, including (Al-Sharqawi, 2012, pp. 46-49):
- Classical conditioning theory helps educators control learning situations.
- The theory has helped employ other learning methods, such as showing pictures to children, so that the pictures now elicit the same responses as sentences. It has also contributed to adult education by pairing new words with pre-existing words that adult learners already know and respond to.
- The idea of distinction and generalization has helped teach similar things and differentiate different things, which aids in learning and acquiring competence.
- The idea of reinforcement has also provided educators with effective means of encouraging children to learn through praise and reward.
- Classical conditioning theory has also contributed to explaining many emotions and responses.

- The theory, through the concept of counterconditioning, has also contributed to providing solutions to many problems, such as overcoming fear.

- Applying behavioral theory as a practical example: Applying behavioral theory in the educational process is bound by a set of steps, which we outline in the following table (Wlandari, 2016, pp. 22-23):

Principles of behavioral theory in the educational process	Steps for teaching language skills in light of behavioral theory	Typical application examples Listening - Speaking - Reading - Writing
The teacher: the real support, the fundamental pillar, creates the learning environment, encourages students, and provides reinforcement. The learner: answers questions. The educational content: optional and mutually agreed upon between the teacher and learner based on the lesson requirements and the learner's level.	Setting educational objectives	For example, regarding the listening skill, I want to teach the learners the difference between the letter dhal (ذ) and the letter tha (ظ).
	Analyze the educational environment realistically, then find out the learners' prior information.	By asking the learners questions such as: Do you know the difference between dhal and dha? Or I might say, for example: What is the difference between the words ظل "shadow" and ذل "humiliation"?
	Determine the subjects to be taught	For example: Identify a group of words such as: ظاهرة phenomenon ذروة peak ظن thought ذهب gone
	Divide the educational material into parts	For example: I divide the word "ظاهرة" (phenomenon) into "ظا-هرة" and pronounce a sound that indicates the difference between the sound of "ظا Dhad" and the sound of "ذال Dhal" in the word's structure, and the same with the sound of "Dhal".
	Presenting educational materials to students	Here, educational materials are presented in various ways, using pronunciation, images, and video presentations...
	Providing stimuli to learners by asking questions, with answers provided verbally or through practical demonstrations and assignments	Putting questions, for example, on how to pronounce the letter "ذال Dāl," what is the difference between the two words, or another example, what is the correct spelling of the word "ظهر Dahr" (back)? There are many other questions that serve the topic.
	Studying and observing learners' responses and recording the results	Observing students' responses to identify influences and deficiencies by studying their behaviors and responses.
	Implementing instruction and implementing necessary proce-	For example, through reinforcement with examples: repetition.

	dures	By changing the response by giving another stimulus, for example: a student says the word [ɖarɫ] while he means [ɖarɫ], so I give him the correct stimulus and reinforce it, such as asking him to write the word [ɖarɫ] ten (10) times, and I ask him to read what he wrote and I ask him to use the letter [ɖāʾ] in other words.
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This table represents a mechanism for teaching linguistic sounds according to the structural approach and based on behavioral theory. This mechanism falls within what is known as "phonemic awareness skills." If we examine this table closely, we will come up with the following observations:

1- Each of the lesson steps mentioned in the table included a stimulus to achieve a specific response. The first step was represented by stimuli asking the student introductory questions in order to enter the lesson, and these introductory questions are not ordinary questions, as shown in the table, the goal of this question is to analyze the educational environment with a realistic analysis and then know the previous information of the learners, and we benefit from this, which is that these introductory questions must be related to the student's reality, either at the level of the vocabulary that he will learn, or at the level of structures, or even at the level of meaning and cognitive content, in order for these stimuli to achieve the required response, and this is consistent with what El hadj Saleh Saleh called for when he said: "And the consolidation work, on the other hand, as well as the processes of communication, requires that the difficulty be divided to the greatest possible degree, so the measure here is that one training does not address more than one difficulty (...), then we must not forget that the greatest difficulty (...) is in intercepting what the person acquired before entering school and practicing it outside of school from dialectal linguistic situations (...) and to avoid this and to apply the principle of distributing the difficulty, the learner must be trained to deal with the new structures that he did not It is then entrenched in its use of individual materials known to him (either they already exist in his dialect with a slight difference, or they do not exist in it, but he acquired them in previous lessons) (El hadj Saleh Saleh, 1974, p. 69). This is because introductory questions that are far from the student's knowledge will not achieve the desired response, and thus we can judge the lesson's failure from its beginning. Therefore, this step is very important for facilitating and controlling the lesson.

It is worth noting here that El hadj Saleh Saleh's intention was to rely on colloquial words that have classical origins in the teaching process because they are closer to the student's mind and perception - and he called for the same thing regarding cognitive content - and this does not mean adopting colloquial vocabulary as it is, but rather using it after returning it to its classical pronunciation, i.e., "returning the colloquial to the classical," which is what El hadj Saleh Saleh called for in other places.

2- Educational materials are also considered stimulants for the student, and therefore they must be chosen carefully. The successful selection of these educational materials by the teacher depends on the extent of his knowledge of the students he teaches, and this matter can be achieved - Relatively speaking, in the first few classes, assessment questions in this case have a significant impact on determining students' level. When we say "determining students' level," we don't just mean their cognitive level, as some teachers imagine. Rather, we mean their cognitive level, their intelligence level, and even their comprehension level. Defining these levels determines the appropriate method for conveying information to students. It also helps us determine which educational materials should be used in the explanation, as some students understand through hearing, others through sight (pictures and videos), and others through a combination of both. If we look at this from a behavioral perspective, we would say that "stimuli" sometimes need to be multiple to achieve a specific "response." Diversifying these stimuli has a significant impact on eliciting a positive response from students. This is somewhat consistent with the types of arousal and response. However, the availability of these educational materials in Algerian schools is

very limited, and when available, it is difficult to employ them due to a lack of understanding of the mechanism of their use. Many teachers believe this observation is based on the following observation:

3- The different levels of comprehension among students require us to diversify the educational materials - As we mentioned, this diversification means attempting to interact with all students. For this to happen, at least two conditions must be met:

1. The number of students in a group should be reasonable and not exceed 15—according to many teachers. This number is sufficient to achieve a competency-based approach even at the elementary level, especially if the teacher uses a group system within the classroom.

2. The class size should be sufficient to achieve such interaction within the classroom. To achieve this, educational programs must be developed that serve this type of teaching, without over-emphasizing the program.

4. The implementation of the structural approach relies on the principle of reinforcement. This means that the most important element in the modern educational process is "exercise," which comes in many forms. However, through our interactions with some teachers, we have observed confusion between structural and traditional exercises. This confusion, to the best of our knowledge, results from a lack of understanding of the procedural aspect of structural exercises, as well as a lack of distinction between the traditional teaching method and the modern method. Therefore, it has become imperative for us to clarify the types of exercises in language teaching and the differences between them, along with a model of their teaching mechanism. And its requirements, which we will discuss in the next item.

5. Language exercises between the traditional and modern approaches:

Exercise is a pedagogical foundation that allows the learner to acquire sufficient capacity for actual practice of the linguistic event, by understanding the basic linguistic models that constitute the syntactic mechanism of the target linguistic system (Bennadji, 2021, p. 822). Given this status, the types of language exercises and the mechanisms for employing them in the modern educational curriculum have diversified. This has resulted in a departure from the stereotypical image of language exercises. While they were employed at the end of each activity in the traditional approach, they have become almost completely integrated into the lesson. This means that there is a difference between language exercises in the two approaches. Therefore, it has become imperative for us to distinguish between these exercises in both approaches so that they can be distinguished from one another. This clarifies the mechanism for employing each type and their impact on achieving the competency-based approach. - The concept of linguistic exercise:

- Structural exercises: Proponents of the behavioral approach to language study believe that language is behavior, and learning is also behavior. All behavior is a response to a stimulus. This theory has resulted in what is known as structural exercises, which are exercises based on questions and answers (stimulus and response). The most important function identified by specialists in this type of exercise in language teaching is to bring the learner to a stage where they are able to create new sentences based on patterns they have previously learned and which are presented to them in the lesson as models for explanation (Bennadji, 2021, p. 819). These exercises aim to consolidate the linguistic structure, and their starting point for achieving this is the linguistic structure, which is taken as a model from which to start explaining the lesson based on the principle of question and answer. These three points explain to us the reason for their multiple names. Whoever looked at their purpose, which is to use the language smoothly and with complete control, called them "spontaneous language behavior exercises." This is the term adopted by El hadj Saleh, who said in his explanation of the role of structural exercises: "As for the analytical and synthetic means of consolidation, they are very useful (provided that they are carefully programmed and coordinated according to what the general planning of the study requires). What enables him to do this is training in spontaneous behavior in the language structures (and that is why linguists called them structural exercises)" (El hadj Saleh, 2012, p. 238). Whoever looked at how to employ them - such as Ahmed Rushdi

Ta'ima - called them "pattern exercises" (Fakroun, 2018, p. 24). The teacher extracts an example from the text as a model, a model, and a pattern to be measured against. The lesson is oral according to the principle of question and answer (stimulus and response). For this reason, there are those who reject the previous names and call it "the oral auditory application of structures" (Fakroun, 2018, p. 24). Hayat Bennadji says - in her discussion of structural exercise and how to adopt it in the lesson -: "It is a model of vocabulary and sentences on which the learner must build his structures and link it to verbal stimuli, which are commands that evoke a special response in the learner, represented by repeating the model with a number of changes, additions, or deletions. These educational processes are confined to a gradual program, that is, to a specific number of stages called the minor stages. The effective way to teach the language (...) is not to teach it as theoretical rules memorized by heart, but rather as examples and structural patterns, acquired through training and practice, because the important thing is to observe the rules of the language and use them, not to know theoretical information about the language" (Bennadji, 2021, p. 819, 820).

From what we have seen, we conclude the following:

1. The fact that the exercises are "patterns" by which they are measured means that these linguistic models are employed during the explanation of linguistic activity.

2. They aim to control the structure of the language according to specific steps, using specific exercises that take into account the student's level. This means that they are not at a uniform level, and therefore their application varies depending on the student's level. "Simple repetition" exercises, "retrograde repetition" exercises, as well as "substitution" exercises of both types, and "transformation" exercises are not all of the same degree of difficulty and cannot be used randomly. The matter is left to the teacher's discretion, and in our opinion, it is linked to two factors: 1. The level of the students 2. The quality of the lesson. These are two essential factors in determining the appropriate type of structural exercises to employ. The different levels of these exercises do not conflict with the possibility of applying all or some of them in a single lesson, and we will demonstrate this through a practical example.

3- It replaces the theoretical basis in the traditional method, and therefore we say that these exercises are adopted during the lesson and at the end of the lesson, and this matter makes the student memorize the linguistic rule by practice before memorizing it by rote, and this matter indicates that the structural approach is one of the most effective approaches in achieving the competency approach, in addition to the fact that this advantage in it makes us. Therefore, we can say that linguistic applications in the contemporary curriculum are not limited to what the student does in exercises at the end of the lesson, but rather they are "the sum of linguistic activities and the exercises and directed work that fall under them." This meaning is confirmed by two matters: First: What El hadj Saleh explained by saying: "This and the sound concept of the nature of language require that consolidation work be the most important acquisition work, given that mastery of any work always results from continuous practice, (...) and for this we see with all linguists that its share of study must be much more abundant than the share of presentation and communication. Whatever it is, its percentage must not be less than three-quarters of the study (and it is unlikely that this matter will be in our educational reality)" (El hadj Saleh The second: is the trends of educational structural exercises, which were identified in several points, the most prominent of which is that the rule upon which the structural exercise is built should not be mentioned, but rather remain within the teacher's interest, as well as the necessity of providing the student with the morphological and syntactic structures of the language in an automatic manner (Issani and Hakhrab, 2017, p. 239). These two points confirm that the use of structural exercises is not limited to the end of the lesson, as some imagine, but rather the entire lesson should consist of exercises, and this is a distinguishing mark, in our view, that distinguishes the modern method of teaching from the traditional method. - Steps for Teaching According to the Structural Approach:

In his book "Research and Studies in Linguistics," El hadj Saleh outlined the steps for applying the structural approach in teaching in some detail, highlighting points related to the application of the principles of behavioral theory, which we discussed in detail at the beginning of our research. In this section, we will limit ourselves to briefly mentioning the steps, with a brief explanation, given that the space does not allow for detail. What should

be emphasized is that the teacher must adhere to these steps, as each step includes a specific activity or activities. As psychologists know, expanding the scope of a student's activity develops new mental abilities (Bouqtayya, 2008, p. 174). Consequently, each of these steps serves specific mental skills. The following is a description of these steps, based on a model of a grammar lesson: Let us assume that the lesson we will explain is the lesson on exception, specifically "the exception." Step One: We prepare the student by reminding him of a lesson he previously studied that is related to this lesson. For example, we say to him:

We previously studied the types of accusatives and mentioned some of their types. Who will remind us of them and give some examples?

Since this question relates to information already studied, it will be highly stimulating for them, while simultaneously confirming some students' knowledge and revealing who has grasped the lesson and who has not. If someone has not grasped it, it is best to follow one of two paths: either explain it to them immediately, briefly, without disrupting the class, or focus on the question during the lesson for that particular class. Here, the impact of the number of students present becomes apparent. The smaller the number, the more likely they are to understand all of them, and to help students who did not grasp the previous lesson catch up. This develops students' memory skills.

After the students have answered, we can make some examples a "pattern"—altering them to suit the subject of the lesson. We can consider this introduction a reminder that this lesson concerns an element that shares the same "accusative" rule as the previous ones. This serves as a very important introduction and starting point. Step Two: We extract examples from the text and explain them to the student, in terms of "prophecy" and "significance." The purpose of this explanation is to identify the elements of the exception and the meaning indicated by the structure, with a focus on the "rule of the exception." After explaining the significance, the student begins to pose questions related to the "model" sentence. These questions can be based on what is in the book, or they can be gradually expanded with their own questions based on their assessment of the students' level and what they have presented. The important thing in all of this is that the example includes a single difficulty if it relates to a new element that the students have not previously studied. This step develops the students' "skill of concentration," as it includes two factors for increasing concentration: 1. Concentrating the student's mind on a single problem. 2. Taking the time to transition from one point to another by making all the questions about a single element (Abdul Ghaffar, 2018, p. 1638). Observing these steps is important, given the mental connection the student makes between the new and the old. Al- El hadj Saleh Saleh says: "The teacher or instructor presents the new elements (extracting them from the text the student has previously reviewed in the comprehension lesson) in the form of a contrast between the basics and the branches (and for this he needs to use some of the old elements), and the student feels this verbal, structural, and semantic contrast" (Al- El hadj Saleh Saleh, 2012, p. 239). After this, the explanation begins according to the steps, employing in each step the exercises specified by Al- El hadj Saleh Saleh, which are, in order: 1- Abstract narrative, 2- Naive substitution, 3- Multi-position substitution, 4- Addition and deletion, 5- Conjugation and structural transformation exercises (Al- El hadj Saleh Saleh, 2012, p. 240). We will explain the steps while drawing attention to the principles of behavioral theory. The steps—after the two preliminary steps we mentioned—are as follows:

Step One: Abstract narrative (repetition exercises (Simple): This refers to recounting the model whose structure is to be embedded in the student's mind more than once. The teacher asks several students, according to their discretion regarding class time, to repeat the models written on the board aloud, focusing on the exception and its grammatical rule. Let us assume that the model to be embedded is "The people stood up except Zayd." Given that the goal of the lesson is to teach the student and instill in their mind that what follows "except" is always in the accusative case in its complete structure, we have, according to behavioral theory:

Target (respondent): The student.

Primary (conditional) stimulus: The grammatical rule, which is the accusative.

Auxiliary (unconditional) stimulus: The exception.

Goal: To make the accusative a basic condition for the student's response, such that whenever a word is found after "except," the student evokes the grammatical vowel. Therefore, we consider what follows "except" an auxiliary stimulus.

Step Two: Naive Substitution Exercises: After establishing the "pattern" structure, we move to the second stage. The teacher has two choices: either ask the students to come up with an alternative name for "Zayd," focusing on their pronunciation of the diacritical mark, or change the exception, observe how they pronounce it, and continue the substitution process until they ask them about the following example: "The people stood up except for Moses." Here, the fruit of the two steps becomes apparent, as the student will have established that what follows "except" is in the accusative case, even if its mark is not visible. Here, the teacher can manipulate the language structure by raising the exception and asking the students to repeat the structure he mentioned. Then, he will look at who noticed the error and who overlooked it. If they do not notice, he repeats the model and asks them to concentrate on it until they discover the error. This substitution of the vowel develops the skill of "mistake detection." **Step 3: Multi-position substitution exercise:** The goal of this exercise is to demonstrate that changing the elements before "except" does not affect the grammatical vowel. The teacher may have other goals, such as testing the students, but we will follow El hadj Saleh Saleh's condition, which is that the example does not include "more than one difficulty." So we say "The people stood up except Zayd," then we say "The people went up except..." and listen to how he pronounces the exception, then we say "The students stood up except..." This develops the skills of "remembering" and "analysis." On the one hand, with the change in the structure of the word, he will remember the pattern he studied previously to measure it, and on the other hand, he will learn how to analyze the structure of the language and identify the points of difference from the models established in his mind and whether the new structure has an effect on the rule he learned previously or not.

Step Four: Addition and Deletion Exercises: This exercise is used as a reminder of exceptional rules in preparation for the next lesson, and it can be the beginning of a new lesson after the repetition exercise. Its goal is to demonstrate the effect of adding or deleting elements in changing the movement of the "excepted", to draw attention to other cases of the exception. However, in our opinion, it is more appropriate to use it as a second step after consolidation in a new lesson. After we have established in his mind that what comes after "except" is accusative, we prepare him at the end of the lesson for new rules, or we make this step in a new lesson to avoid combining more than one difficulty. We establish in his mind that what comes after "except" has other rules based on the "addition" and "deletion" that occur in the elements of the structure. **The last step: Syntactic analytical exercises:** What is meant here are exercises of parsing, summarization, sentence construction, and morphology, i.e.: "traditional exercises" - because El hadj Saleh used the term syntactic analytical exercises in both senses, the modern sense, which are the previously mentioned consolidation exercises, and in the sense of traditional exercises, and the context is what made us distinguish between them - and this is their place in teaching, and they are most suitable as homework, and we understand this from what El hadj Saleh said about them when he was talking about the types of consolidation work: "This work has many types, most of which are well-known and have been used by people since ancient times. They can be limited to three types: the repeated story, the most important of which is memorization (...), then exercises of conjugation and transformation, then syntactic analytical exercises. Each of these types has a value in itself, but educators may prefer one over the other, and even limit themselves to it in most cases (...). This may lead to the consolidation becoming entirely memorization or analytical exercise (...) and composition (...), which always comes before..." "Its time, and the result is thus minimal (...), and it has been noted, however, that teachers show little interest in the second type, which is practicing how to manipulate the structures themselves" (Al- El hadj Saleh Saleh, 2012, pp. 237-238).

These words of Al- El hadj Saleh Saleh explain the method of employing traditional exercises. They also help us determine the difference between traditional and modern exercises, as the former are employed at the end of the activity, which is the investment phase, and the latter are employed during it. This is indicated by his statement "before its time." In our view, this difference is also considered a fundamental difference between the traditional method and the modern method in terms of how the exercises are employed.

6. Conclusion:

The educational process is complex, and the reason for its complexity is that its components are not fixed; they change with changing temporal and spatial factors. The student's psychology and the nature of knowledge change with the environment, time, and place. Monitoring the progress of the educational process is therefore crucial, as each generation has its own unique learning method. This is evident in what we have discussed in this research paper and the results we have obtained from it. The most prominent of these results are:

1. The common principle among structural teaching methods is the precedence of oral learning over written learning, with direct instruction in the language to be learned without reference to grammar rules in the early stages of learning.
2. The most important difference between traditional teaching methods and modern teaching methods is that the modern method turns the entire lesson into activities and exercises.
3. The flaw in the educational process is not in which teaching method is most effective, but rather in the initial steps that should be adopted in each method, including the precedence of oral, entrenched learning over memorized, standardized learning.
4. Exercises are not merely a consolidation exercise, but rather a means of extracting abilities and developing skills.
5. There is no single method for employing consolidation exercises. Rather, lesson exercises can be combined in a single session, and they can be distributed according to the requirements and difficulty of the lesson. For example, the transformation and structural inflection exercise is suitable as a second step in grammar lessons with a morphological dimension and in lessons related to secondary diacritical marks. Therefore, we did not mention it as a final step, as it does not fit with the subject of the lesson. Although El hadj Saleh Saleh mentioned it as a final step, he made it an exercise to be practiced at home.
6. Proper selection of vocabulary for the example is very important. The clearer the meaning of the example, the easier it will be to consolidate it, as the student will not be distracted by decoding the sentence phrases and understanding its meaning.
7. Properly following the steps and the teacher's careful attention to the way the students perform the examples will develop their listening skills, which will develop over time until they become capable of detecting linguistic errors that their ears may pick up.
8. Containing more than one difficulty in a lesson forces the student to deal with two examples, each of which is difficult. It is sufficient that they differ in structure. Therefore, asking a single question that covers both of them distracts the student. By answering these questions, the teacher will force the student to focus on two different structures. Consequently, this difference, even if minor, will distract the student. It is therefore better to make each example a "model" upon which to base specific judgments, then complete the remaining judgments based on the second example.
9. Although the purpose of consolidation exercises is evident during the lesson, this does not prevent them from being used at the end of the lesson or as homework in various forms.
10. We mentioned the skill of error detection as an acquired skill and an exercise that can be employed. The purpose of structural exercises, in particular, is to acquire listening skills, which will enable students to distinguish right from wrong in the future. Their general purpose is to acquire a set of mental skills, which is the primary purpose of applying the competency-based approach. The goal of applying the competency-based approach is to extract latent skills from students. Therefore, the most appropriate approach is the structural approach, as well as the communicative approach, if you know how to apply them.

11. Solving the problem of teaching Arabic requires follow-up, not just training courses. Rather, it is necessary to create integration between the Ministry of Higher Education and the Ministry of Education. Among the proposals we see as appropriate to achieve this are:

First: Establish a research center in all educational institutions to play the role of mediator, guide, and direct advisor to teachers.

Second: Incorporating educational psychology and educational sociology as fundamental criteria in university education in general, and in the field of Arabic literature in particular.

6. Ethical Considerations

The research adheres to academic integrity and ethical guidelines in line with COPE (Committee on Publication Ethics). All interpretations are supported by published sources, with due acknowledgment of authors' intellectual contributions. No human participants were involved, and no data manipulation or plagiarism is present.

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8. Conflict of Interest

The authors declare no conflict of interest. Both authors contributed equally to the conceptualization, analysis, and drafting of this study.

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