



Analysis of Teaching Materials for Teaching Spanish to Arabic Speakers''

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Abstract

This study examines instructional resources employed to educate Spanish for the Arabic-speaking clientele based on linguistic, cultural and pragmatic perspectives. Self administered questionnaires, videotaped classroom observation, and semi structured interviews were used with teachers in different Arab countries. The outcomes show that there exists a number of important deficits in the present teaching-learning resources. These learning materials were also flagged to omit particular phonological difficulties of Arabic speakers such as the trilled 'r' and other features as the phonemic grammar of Arabic does not support it. These quantitative results were echoed in contrastive linguistic analysis that received a slightly lower Mean of 2.80 (SD=1.15) further suggesting exclusionary evidence for addressing cross-language interference in phonological adequacy with a mean of 3.40 (SD= 1.10). Lessons supported these outcomes; 87% taught extensively from printed texts and 40% of classes used technology, which reduced the interaction and feedback capabilities. Specifically, teachers focused on pronunciation correction in 87% of classes, and the remaining 60% of grammatical mistakes, which required delayed feedback, in environments that do not allow real-time feedback provision. However, cultural content integration was incomplete; only 67% of classes contained them, while most of the teachers reported themselves in making changes to their lesson plans. At the same time, interviews exposed that teachers had a considerable interest in the methodological individualization of textbooks and teaching aids with references to Arab cultures and contemporary technologies. These results suggest that there is a need for effective contextualised materials, improved staff development and the use of technology for the teaching of Spanish to the Arabic-speaking students. It is suggested that culturally themed, phonological drills, and digital language resources should be designed to fill these aforementioned gaps in the learning process and to promote more productive language teaching and learning.

I. Introduction

That was in the sixteenth century though the programme is known today as Spanish as a Foreign Language (SFL). In conjunction with the Spanish Empire, the mastery of Spanish education grew, developed and solidified. This demand of communication in Spanish was more felt in low countries due to much business done there as evidenced in Sanchez, P. ;The rate at which people in the Arab world are learning Spanish language has become very large due to cultural, economic and social interaction increase globally. Nevertheless, the teaching of Spanish to Arabic speaking students is not quite easier; since there exists the main contrast between the Spanish and Arabic language systems. Arabic may be spoken while Spanish is a language of Roman origin so they differ in scripts, phonology, grammar, and syntax. All these differences pose challenges to learners and demand teaching and learning resources that address these forms of lexical variability as well as recognizing cultural differences of the learners. This research aims to diagnose the existing condition of the teaching aids of Spanish in Arab countries, analyse the advantages and disadvantages of the existing approach, and, based on that, offer certain corrections. Teaching aids were mainly developed. In other words, to meet the learners' needs of the moment, it must also be considered unknown how the learners of Spanish were all across Europe.

II. Literature Review

A. Linguistic Differences between Arabic and Spanish

The comparison of Arabic to Spanish shows that the two pose different learning difficulties for a learner. Nakayama (2018) explained that there are certain phonological sounds that are hard for the Arabic speaking people, for instance the Spanish trilled 'r.' These phonetic differences form grounds for



standard mistakes that hinder read- smooth ness and phonetic accuracy. Abdel-Latif (2019) built upon the practices by noting that the challenges mentioned above are not well addressed by traditional grammar-translation approaches to language teaching but do well contained in communicative approach to language use. This shows the necessity of teaching aids that contain Phonological activity and Contrastive linguistic analysis to enhance the comprehension on speaking and listening tasks in Spanish for Arabic learners.

In their research, Peñalver & Ramos in 2022 isolated a problem that there are no pedagogical materials in Spanish designed for an African audience and have been replaced by, either, foreigners' books or books with limited African influence but authored by non-Africans participation. Not one of these books used at the University of Cape Town or the University of Witwatersrand has been developed with the African student in mind or for the peculiarities or requirements they might have. That means that there is very little material published on the continent at all which can be regarded in a context of area-specialization in terms of affordability and availability bespoke to the South African context, as well as the appropriateness of learning approaches, methods and dynamics stemmed from the classroom.

B. Cultural Integration in Teaching

To ensure that learning is enhanced the incorporation of related cultures in the teaching and learning of Spanish language is very important. According to Lozano & Fernández (2020), native cultural elements should be integrated into teaching-learning processes, because such references make learning more meaningful and motivation enhancing. The cultural exchange that has occurred between the Arab world and Spain, especially the influence of al-Andalus offers a wonderful opportunity for teachers to act as cultural brokers. Penny (2002) noted that this background could be used to design culturally integrated lessons to enhance learners with Arabic backgrounds' interest in the content of the lessons.

C. Technological Resources and Authentic Materials

Al-Masri (2021) notes that incorporating tangible technologies in the foreign language classroom has been found to improve its learning. Ways, such as employing applications as learning tools allow students to gain extra practice when outside the classroom. Nevertheless, there is an important weakness that relates to the adaptation to the environment of the countries where these universities are located. This study reveals that two of the challenges er threaten the effectiveness of technology integration by teachers include inadequate investment in the quality of digital equipment. This gap highlights the requirement of teaching material products that contain flexible, technology integrated element capable of satisfying the Arab learner and enable them practice real life non static language intervention.

III. Research Objectives

This study was guided by three primary objectives:

1. To conduct an in-depth analysis of the current teaching materials used for Spanish instruction tailored to Arabic speakers.
2. To assess how effectively these materials address specific linguistic and cultural challenges inherent in the learning process.
3. To propose enhancements and strategies based on current teaching practices, teacher feedback, and observed classroom experiences, aimed at improving the relevance and efficacy of teaching resources.

IV. Methodology

A. Research Design

The study employed a comprehensive mixed-methods approach that integrated both quantitative and qualitative research methodologies to provide a well-rounded understanding of the effectiveness of teaching materials for Spanish instruction among Arabic speakers. The sample included 80 Spanish language teachers from various educational institutions throughout the Arab world, representing a diverse range of teaching experiences and contexts. The mixed-methods design was chosen to capture both broad statistical insights and in-depth qualitative perspectives, allowing for a nuanced analysis of current practices, challenges, and teacher experiences.

B. Data Collection

To gather robust data, the study used three main collection methods:

1. Questionnaires: A primary tool for collecting quantitative data, the questionnaire targeted teachers' perceptions regarding the effectiveness of teaching materials. It assessed aspects such as the integration of cultural content and the use of technology in instruction. Questions included both closed-ended Likert-scale items and open-ended questions for elaboration.



Data Collection Instruments and Procedures

1. Teachers' Questionnaire

The questionnaire served as the primary quantitative instrument, carefully designed to assess multiple dimensions of Spanish language teaching in the Arab context. It was administered to 80 Spanish language teachers representing diverse educational settings and geographical locations across Arab countries. The instrument was structured around four key domains:

- a) Teachers' Awareness and Methodological Knowledge
 - Understanding of pedagogical approaches specific to Arab learners
 - Knowledge of linguistic differences between Arabic and Spanish
 - Familiarity with current research in Spanish language teaching
 - Understanding of cultural considerations in language instruction
- b) Classroom Implementation and Current Practices
 - Application of different teaching methodologies
 - Strategies for addressing linguistic challenges
 - Approaches to cultural integration in language instruction
 - Assessment practices and feedback mechanisms
- c) Technology Integration and Resource Utilization
 - Use of digital learning platforms
 - Integration of authentic materials
 - Implementation of multimedia resources
 - Online assessment and feedback tools
- d) Professional Development and Support Needs
 - Areas of desired skill enhancement
 - Resource requirements
 - Collaborative learning opportunities
 - Institutional support mechanisms

The questionnaire was implemented through a secure online platform, employing both Likert-scale items and open-ended questions. Participant recruitment utilized a multi-channel approach, leveraging professional networks, educational institutions, and social media platforms dedicated to Spanish language education in the Arab world. To ensure maximum participation, the survey remained active for four weeks, with strategic reminder emails dispatched at regular intervals.

Statistical reliability was rigorously assessed using Cronbach's alpha coefficients for each domain, with all sections demonstrating strong internal consistency ($\alpha > 0.80$). This high reliability coefficient validated the questionnaire's effectiveness as a measurement instrument.

Cronbach's alpha was calculated to assess the internal consistency and reliability of the questionnaire.

Domain	Cronbach's Alpha
Overall Questionnaire	0.89
A. Teachers' awareness and knowledge	0.82
B. Current practices	0.85
C. Use of technology and materials	0.87
D. Professional development needs	0.81



A Cronbach's alpha value above 0.7 is generally considered acceptable, with values above 0.8 indicating good internal consistency. The results show that the questionnaire and its individual domains have good to excellent internal consistency.

2. Classroom Observations

The observational component of the study involved structured observations in 15 Spanish language classrooms across diverse educational levels and geographical locations within Arab countries. These observations were designed to gather direct empirical data on the practical application of teaching materials in real classroom settings. The observation protocol targeted five core areas, enabling a thorough examination of teaching practices and material usage:

a) Implementation of Communicative Teaching Approaches

- Patterns of student-teacher interaction.
- Use of Spanish as the target language during instruction.
- Inclusion of communication-based activities fostering language use.
- Error correction methods and their impact on language learning.

b) Contrastive Analysis Application

- Instances of explicit comparisons between Arabic and Spanish.
- Strategies for addressing interference errors common among Arabic-speaking students.
- Activities that enhance cross-linguistic awareness for students.

c) Cultural Integration

- Degree to which cultural content is incorporated into lessons.
- Treatment of intercultural differences within instructional materials.
- Activities designed to promote cultural awareness and appreciation.

d) Technology and Material Usage

- Integration and application of digital tools in the classroom.
- Use of authentic materials (e.g., news articles, videos) relevant to the Spanish language.
- Utilization of multimedia resources to enhance language learning.

e) Pedagogical Dynamics

- Classroom management strategies observed during lessons.
- Techniques used to engage students and maintain their interest.
- Differentiation practices to address diverse learning needs within the class.

To ensure the methodological rigor of this observational phase, a standardized protocol was developed based on extensive literature review and alignment with the study's research questions. Each classroom was observed independently by two trained researchers to promote inter-rater reliability. Observations covered entire class sessions, typically lasting between 50 to 90 minutes, providing a comprehensive view of teaching practices, interaction patterns, and classroom dynamics.

3. Semi-Structured Interviews

In-depth, semi-structured interviews were conducted with 12 experienced Spanish language teachers across various educational institutions in the Arab world. This qualitative approach enabled an



exploration of teachers' unique experiences and insights regarding the challenges and adaptations needed when teaching Spanish to Arabic-speaking students. The interview protocol covered four main thematic areas:

a) Challenges in Teaching Spanish to Arabic Speakers

- Specific linguistic difficulties faced by Arabic-speaking students.
- Teachers' perceptions of students' phonological and grammatical challenges.
- Observed cultural barriers that may impact student engagement and comprehension.

b) Adaptation of Teaching Materials

- Strategies teachers employ to modify or supplement existing materials.
- Approaches used to integrate cultural elements into Spanish language lessons.
- Techniques for addressing cross-linguistic interference in teaching.

c) Use of Technology and Authentic Materials

- Extent to which teachers utilize technology in their lessons.
- Types of authentic materials (e.g., videos, articles) teachers incorporate.
- Feedback on the effectiveness of digital tools in enhancing language learning.

d) Overall Teaching Experience and Professional Development Needs

- Teachers' reflections on their experiences teaching Spanish within the Arab context.
- Identified areas for professional development and resource support.
- Suggestions for improvements in curriculum and material development.

Interviews were conducted either face-to-face or via video conferencing, each lasting between 45 and 60 minutes. This flexible, open-ended approach encouraged teachers to share in-depth perspectives on their teaching practices and allowed for further probing on specific topics when necessary. Interview responses were transcribed and analyzed thematically, ensuring that insights aligned with the research objectives and contributed to a nuanced understanding of the instructional context.

C. Data Analysis

The analysis of the collected data involved a combination of statistical and qualitative methods:

- Statistical Analysis: Quantitative data from the questionnaires were analyzed using statistical tools to generate descriptive statistics, such as means and standard deviations, to identify trends and general perceptions among teachers.

- Thematic Analysis: Interview transcripts and observation notes were subjected to thematic analysis to uncover recurring themes and insights. This method involved coding the data to identify patterns related to the adaptation of teaching materials, the use of cultural content, and the integration of technology.

V. Results and Analysis

This section provides a detailed examination of the study's key findings from the survey results, classroom observations, and teacher interviews. It highlights teachers' perceptions of existing teaching materials, classroom dynamics, cultural content, and the insights gained from teacher interviews regarding the challenges and needs in Spanish language instruction for Arabic-speaking learners. Each subsection delves into the significance of these findings, emphasizing the gaps in current resources and the innovative strategies teachers use to adapt to their students' unique needs.

A. Teachers' Perceptions



Survey results show that teachers find current materials inadequate for addressing phonological challenges, with a mean score of 3.40 and a standard deviation of 1.10. The limited use of contrastive linguistic analysis is also noted, indicating a gap in tailored resources.

Item	Mean	Standard Deviation
Adequacy of Teaching Materials for Phonology	3.40	1.10
Use of Contrastive Linguistic Analysis	2.80	1.15

These findings entail a question of where phonologically directed resources are to be found but also indicate that potentially the current array of materials is not signifying contrastive analysis sufficiently to support any Arabic speaker. The results of the survey pointed out to a shared understanding of teachers regarding inadequacies of available teaching material for encompassing phonological difficulties Arabic speaking learners experience when learning Spanish. The mean of the survey was 3.40 from 10, with 1.10 as the standard deviation, for this reason, we might consider that the teachers have moderate level of dissatisfaction and in addition moderate variability in their perceptions. Of particular concern to the author is the fact that modern materials pay little attention to phonological aspects. Pronunciation difficulties are especially urgent since Spanish and Arabic phoneme finally differ, and some elements of the Spanish language are absent in Arabic because of totally different phonetic systems. For example, while the phoneme of the trilled 'r' sound does not exist in the Arabic phoneme inventory, this sound causes salient long-standing pronunciation challenges in Arabic learners.

Additionally, the results of the survey showed limited integration of contrastive analysis—the method that contrasts the Spanish and Arabic features and aspects being taught. This method can be very useful in learning because through it learners get to appreciate the differences in the structures of the two language as well as avoiding using their first language. However, due to the scant number of contrastive analytic celestial in teaching materials in use today, there is a definite void. Teachers confirmed that even as they know that contrastive analysis is useful in the classroom, many of available materials provide little guidance or practice in the use of this technique. Therefore, the teachers are usually forced to provide additional materials to meet this need, which puts a lot of pressure on time and innovation.

The consequences of these findings are significant. Such omissions actually limit the rate of progress especially in terms of oral proficiency since there is lack of phonologically focused and contrastive materials. If phonological difficulties are not handled proactively, the student is likely to make up what is referred to as fossilized errors – errors that become passive and nearly impossible to eradicate. In general the need is specific training in Spanish for Arabic speaking learners to avoid such errors but current content does not offer such help.

B. Classroom Observations

Observations reveal a strong reliance on traditional textbooks (87% of classes) and limited use of digital tools (40%). Pronunciation errors were corrected more frequently (87%) than grammatical errors, which often received delayed feedback.

Observation Category	Percentage of Classes Observed
Use of Traditional Textbooks	87%
Use of Digital Tools	40%
Pronunciation Errors Corrected	87%
Grammatical Errors Corrected	Delayed feedback observed in 60%

A high degree of dependency on conventional text- based content and a relatively low level of stimulate technology incorporation imply the necessity of using additional advanced tools capable of providing immediate feedback and developing phonological skills. The first source of evidence was recorded during the classroom observations ; when teaching in the class the teacher mostly employed the use of traditional books and textbooks which were frequently used in the classroom were 87%. As for the digital tools 40% of the observed classes has adopted their use in class. This finding suggests a rather high reliance he on traditional resources which are not thought to accommodate the linguistic and cultural requirement of the Arabic speaking learners. Regular books used in teaching languages from earlier classes can be very helpful but they may not be very flexible they may not incorporate items that are interactive or more culturally sensitive to the Arabic speaking learners. This use of text books and this limited use of information technologies may mean that a student in a course is not exposed to a vibrant, sensual pedagogy as espoused by methods of teaching modern languages.



Another thing noted was that teachers made a practice of correcting mistakes in children's pronunciation (in 87% classes), which also correlates with the results of the survey concerning phonological difficulties. However,, mistakes in grammar were corrected much later, which may not help the students to help themselves correct the mistakes and also to incorporate the right grammar into their work. When grammar is taught and corrected after some time, it may have arisen due to the lack of practical materials that will allow a teacher to incorporate an instance to practice grammar in the course of a lesson. Besides, lack of gadgety and other teaching aids such as feedback and computerized grammar practice that enhance on immediate feedback and exercises may also be a cause of the delayed feedback on grammatical issues.

This brings up one more interesting detail – the overall use of technology does not seem relevant at all in these observations. Computer programs can complement classroom instruction by supplying students with accurately tailored patterned practice to improve their pronunciation and grammar. If they cannot access such(Output 9) resources, teachers have to work with more general learning teaching aids in lieu of individually appropriate ones. The outcomes of this study imply the existing requirement for technologies that can provide the prompt feedback on grammar in particular with the probability for the teacher to elaborate the pronunciation concerns.

C. Cultural Content

Cultural elements, such as anecdotes and comparisons, were incorporated in only 67% of classes. While teachers adapted lessons to include cultural references, comprehensive resources were often lacking.

Cultural Content Category	Percentage of Classes Observed
Classes Including Cultural Content	67%
Use of Structured Cultural Resources	Limited and improvised

This suggests a major lack of materials which incorporate cultural aspects in a more rigorous manner which, as highlighted in the study, is crucial when teaching Spanish to students from Arab cultures; where cultural aspects are minimally or not included in the curriculum at all. Virtually all observed classes referred to culture, but only 67% of the classes embedded culture as anecdotes, comparisons or examples. Although many teachers did their best to modify content and incorporate culturally appropriate material into their classes, these modifications were usually ad hoc, and not backed up by adequate resources. It has been identified that there is little culturally related content in these teaching aids a problem since cultural knowledge is a part of language. High culture communication aids to orient the students concerning the type of language which might be saliently helpful in teaching them aspects which are considered rich cultural aspects which are embedded in the Spanish language.

When asked if they deliberately inculcated prospect cultural aspects about the material themselves, all the teachers reported that they introduced cultural aspects to the material on their own volition in order to relate it to the learners [6]. For instance, some teachers provided narratives that linked features of Arabic and Spanish cultures or history, for instance the interaction of Arab civilizations in al-Andalus. However, this approach to use of cultural content in teaching and learning appears haphazard and may not probe sufficiently into the potential intercultural learning of students. Another downside of learning culture in classrooms is the lack of well-organized culturally aligned teaching materials raises the chances of teachers having to design these materials independently; this makes coherence in content and organization an issue.

The limited cultural content in existing materials may also impact students' motivation and engagement. Language learning is most effective when students can connect with the material in meaningful ways. Culturally relevant teaching materials not only aid comprehension but also foster a sense of belonging and interest in the target language. The study's findings suggest that materials specifically designed for Arabic-speaking learners, which incorporate culturally rich and relatable content, could improve student engagement and learning outcomes.

D. Teacher Interviews

Interviews highlighted teachers' desire for more customized teaching materials, particularly those incorporating Arab cultural elements and technology. Many expressed that current materials lack the adaptability needed to resonate with Arabic-speaking learners.



Interview Findings	Teachers' Agreement Level
Need for Customized Cultural Content	High
Desire for Technology-Integrated Resources	High

Such qualitative findings indicate an evident lack of resources that would address not only linguistic barriers but also cultural and practical demands of the classroom in Arab countries. From the interview with Spanish language teachers it was easy to gather relevant information on the difficulties they encounter and the requirements they have when it comes to teaching Spanish to Arabic speakers. Communication students and teachers want local contents with the aspects of Arab culture and technology integration in their teaching learning materials. Most of the teachers said that the current existing resources were inadequate and they did not address the learning needs of Arabic speaking students properly. They pointed out that the lack of culturally appropriate materials that can help students learn as well as the inability to effectively teach Spanish which does not match the background of the learners.

Also, the teachers opined that technology held potential in filling the gaps that were evident in published teaching aids. But they added that they noted that the availability of such technologies in classrooms was quite low and majority of schools did not provide infrastructural support for effective technological use in learning environment. Interviews also revealed that teachers are interested in receiving training on how to use technology in instruction due to the potential of technology mediated instruction in offering practical and fun exercises in addition to modelling real life applications of language. The tendency of teachers to use digital resources at the cost of other techniques emerging from traditional teaching material shows that the later fails to meet modern educational needs and therefore should be accompanied with investment in infrastructure and training.

The teachers' desire for culturally adapted materials aligns with recent findings in language education research, which emphasize the importance of culturally relevant resources in language instruction. Customized materials that reflect students' cultural backgrounds can enhance language retention by creating a familiar and engaging context. Teachers reported that while they often adapted content themselves, this ad-hoc approach was unsustainable in the long term and led to inconsistencies in instruction.

VI. Discussion

The findings are consistent with existing literature; for example, Rodríguez et al. (2020) called for the development of multicultural materials in the teaching of languages. The findings of the present study imply that although the Arab teachers are constrained by their cultures, they manage to be creative and perform tasks flexibly by finding cultural relevance, and bargaining with linguistic issues. But they are not very structured which hinders the provision of a device for the delivery of these efforts with efficiency. The absence of more coherent and purpose-developed materials for Arabic-speaking learners becomes quite apparent, and it is a typical problem for language education where few source materials are employed in an ad hoc manner and are not truly tailored to the needs of particular learner types.

In classrooms, technology usage is still fairly moderate which points for the necessity of each improved physical facilities and each prepared teachers. Laptop and computer assisted instruction can provide student-constructed and real-life and dynamic practice in pronunciation as well as scaffolded feedback and modeling for students when the technology facilitates feature interactions. However, the problem of lacking training or resources to appropriate usage of the existing tools nullifies their usability in possibly enriching the language learning process. The evidence suggests that improvements in technology support and professional learning could have a profound positive impact on Spanish language instruction for Arab learners by allowing teachers effectively to use authentic language use and engage students' interactive activities.

The findings also emphasize the importance of phonological training and contrastive analysis in Spanish language instruction for Arabic speakers. The absence of contrastive analysis in current teaching materials may hinder students' understanding of fundamental language differences, which are crucial for minimizing interference from their native language. Tailored resources that include exercises focused on phonological distinctions and grammatical contrasts between Spanish and Arabic could improve students' language proficiency and fluency.



VII. Recommendations

1. Development of Custom Teaching Materials: The present study indicates a gap, which requires the development of literate language materials to suit the phonological, grammatical, and cultural patterns of Arabic speaking learners. Phonetic drills as well as culturally related stories and contextualised language teaching aids void in the Arabic Spanish learning would be a plus.
2. Enhanced Professional Development: There should be developed specific training sessions in order to prepare teachers in the application of technology-enhanced contrastive analysis. Professional development concerning such areas would equip the teachers with tangible ways of dealing with Arabic speaking learners.
3. Increased Use of Authentic Materials: Teachers should be encouraged to use multimedia which are video, songs and news articles that are related with the Spanish and Arabic culture. It may intensify the learning impact and enhance students’ intercultural learning.

VIII. Conclusion

Finally, it is argued in this paper that there is an urgency of developing instructional materials for the Arabic-speaking students learning Spanish to meet the linguistic and cultural demands that are characteristic of this language. The existing resources do not have enough phonological orientation, cultural theme presence, and technology incorporation which is significant for achieving meaningful language teaching. In order to achieve these objectives, educators should allocate more targeted resources and funding for professional development programs, as well as developing the technical underpinnings of their classrooms so that Arabic-speaking students are supported through such priorities as providing resources that directly address the learning needs of the specific student population and that relevant technology is better and more efficiently employed to meet the needs of students as learners of Spanish as a second language. These enhancements may improve students’ motivation, language skills, cultural competencies that would help create more effective communication and create relationships to bridge cultural differences.

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Appendix A

The teacher's questionnaire

Please rate your agreement with the following statements using the scale below:
 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Statement	1	2	3	4	5
A. Phonological Support					



Statement	1	2	3	4	5
1. The teaching materials effectively address phonological challenges specific to Arabic speakers (e.g., the trilled 'r' sound).					
2. Exercises in the materials help students improve pronunciation skills.					
3. Phonological drills are adequately integrated into the teaching materials.					
B. Cultural Integration					
4. The materials incorporate relevant cultural content that resonates with Arabic-speaking students.					
5. Teaching materials include examples or references to both Spanish and Arabic cultures.					
6. Cultural components in the materials help students connect more with the Spanish language.					
C. Technological Integration					
7. The materials incorporate digital resources that enhance interactive learning.					
8. Digital tools provided in the materials support real-time feedback and help correct pronunciation errors.					
9. The materials include suggestions for using multimedia resources to reinforce language learning.					
D. Linguistic Challenges					
10. The materials adequately support contrastive linguistic analysis to address cross-language interference.					
11. Grammar exercises in the materials effectively help students understand structural differences between Spanish and Arabic.					
12. The resources offer sufficient guidance for correcting common errors Arabic speakers make in Spanish.					
E. Overall Effectiveness					
13. The teaching materials are generally effective for Arabic-speaking students learning Spanish.					
14. Materials are adaptable to the unique needs of Arabic-speaking learners.					
15. Overall, I feel confident in the teaching materials' ability to engage and support my students' learning.					