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DRILL AND REINFORCEMENT IN ARABIC MORPHOLOGY LEARNING: A CASE STUDY AT AN ISLAMIC ELEMENTARY SCHOOL

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ABSTRACT

This qualitative case study examines how drill and reinforcement were implemented in Arabic morphology (*shorof*) learning in Class 4-B at a Madrasah Ibtidaiyah, the forms of reinforcement used by the teacher, and students' responses. Data were gathered through one classroom observation on 22 August 2026 and interviews with one teacher and three students; the class comprised 35 students. The data were interpreted using the interactive model of Miles, Huberman, and Saldaña. The observed lesson involved the presentation of morphological patterns, collective and individual repetition, gradual exercises, verbal encouragement, non-verbal affirmation, and corrective feedback. Classroom observations indicated that students participated more readily during exercises when the teacher provided immediate verbal encouragement. This observation suggests a possible relationship between reinforcement and classroom participation, although the qualitative design does not establish a causal effect. The evidence also showed a distinction between reproducing tasrif patterns during guided practice and using them independently in meaningful sentences. The study therefore suggests retaining structured drills for practising forms while complementing them with contextual tasks, such as sentence construction and short dialogues. As a single-case study based on one observation, the findings are context-specific and do not establish broad effectiveness.

Keywords: Arabic Morphology, Drill Method, Reinforcement, Behaviorism, Qualitative Case Study.

ABSTRAK

Penelitian studi kasus kualitatif ini mengkaji penerapan metode drill dan reinforcement dalam pembelajaran morfologi bahasa Arab (shorof) di kelas 4-B sebuah Madrasah Ibtidaiyah, bentuk penguatan yang digunakan guru, serta respons siswa. Data diperoleh melalui satu kali observasi kelas pada 22 Agustus 2026 dan wawancara dengan satu guru serta tiga siswa; kelas yang diamati terdiri atas 35 siswa. Data dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Pembelajaran yang diamati meliputi pengenalan pola morfologis, pengulangan secara klasikal dan individual, latihan bertahap, dorongan verbal, penguatan nonverbal, serta umpan balik korektif. Observasi kelas menunjukkan bahwa siswa lebih bersedia berpartisipasi dalam latihan ketika guru memberikan dorongan verbal secara langsung. Temuan ini mengindikasikan kemungkinan hubungan antara penguatan dan partisipasi kelas, tetapi desain kualitatif tidak membuktikan hubungan sebab-akibat. Data juga memperlihatkan perbedaan antara kemampuan mengulang pola tasrif dalam latihan terbimbing dan menggunakannya secara mandiri dalam kalimat bermakna. Karena itu, latihan terstruktur dapat dipadukan dengan kegiatan kontekstual, seperti penyusunan kalimat dan dialog sederhana. Sebagai studi kasus dengan satu kali observasi, temuan ini terbatas pada konteks yang diteliti dan tidak membuktikan efektivitas secara luas.

Kata Kunci: Morfologi Bahasa Arab, Metode Drill, Reinforcement, Behaviorisme, Studi Kasus Kualitatif.

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INTRODUCTION

Arabic language learning at the elementary level, particularly in Madrasah Ibtidaiyah, lays an important foundation for students' developing linguistic competence. Within this broader aim, morphology (sharaf) helps learners recognize how Arabic words are formed and transformed, knowledge that can support reading, writing, and text comprehension (Habib, 2025). Yet learning morphological patterns is demanding for young learners because they must retain forms and understand how changes in form relate to grammatical function and meaning. Instruction therefore needs to address both accurate pattern recognition and the use of those patterns in context.

Drill and reinforcement are often used to support the initial learning of linguistic forms (Falihah et al., 2025). Drill provides repeated, structured opportunities to practise a target pattern (Yusuf et al., 2023), while reinforcement such as praise, encouragement, and corrective feedback responds to learners' performance and may encourage continued participation (Kristina & Tangkin, 2022). These practices are associated with behaviorist accounts of learning, including Skinner's explanation of how consequences can shape behavior (Skinner, 1953). In morphology instruction, however, repetition alone may help learners reproduce a form without necessarily enabling them to select and use it appropriately in a sentence. This distinction makes it important to examine not only what students can repeat, but also how classroom practice supports their understanding and use of morphological forms.

Research on Arabic learning has examined behaviorist instruction, repeated practice, and reinforcement across different educational contexts (Akla, 2021). Previous studies have investigated the use of drill in Arabic vocabulary learning (Prabowo et al., 2024) and drill-based instruction at the junior-secondary level (Husain & Rifa'i, 2025). Other studies have addressed the relationship between positive reinforcement and students' academic engagement (A. F. Sari et al., 2025), as well as the role of communicative Arabic instruction in learner confidence (Fadhilah & Jauhari, 2025). Collectively, these studies provide a foundation for understanding the role of repetition, reinforcement, and learner participation in language learning. However, they differ in instructional focus, learner characteristics, and research objectives, leaving room for further investigation into how drill and reinforcement operate together in a specific Arabic learning context.

The present study is distinguished by its process-oriented focus on Arabic morphology learning at the Madrasah Ibtidaiyah level. Rather than treating test scores or instructional media as its primary concern, it examines how drill activities are organized in classroom practice, what forms of reinforcement the teacher uses, and how students respond. Particular attention is given to the distinction between repeating a morphological pattern accurately and using it independently in a meaningful sentence. This focus offers a context-specific account of the relationship between structural practice and meaningful language use.

A qualitative case study was selected to examine these classroom processes in context. The study does not seek to establish a causal effect or to generalize to all elementary Arabic classrooms. Instead, it describes observed instructional practices and interprets them alongside participants' accounts of their learning experiences.

The study contributes a close description of classroom-level practice to discussions of behaviorist strategies in Arabic morphology instruction. It also highlights a practical pedagogical issue: structural accuracy and communicative use are related but distinct learning goals, and evidence of accurate repetition should not automatically be interpreted as evidence of broader communicative competence.

Based on these issues, this study addresses three research questions: (1) how are drill and reinforcement methods implemented in Arabic morphology learning at Madrasah Ibtidaiyah?; (2) what forms of reinforcement are provided by teachers during the learning process?; and (3) how do students respond to the implementation of drill and reinforcement methods? Accordingly, this study aims to describe the implementation of drill and reinforcement methods in Arabic morphology learning, identify the forms of reinforcement applied by teachers, and analyze students' responses toward these instructional strategies.

By focusing on classroom processes rather than causal measurement, the study offers teachers a practical basis for reflecting on how structured practice and timely feedback can be combined with activities that require learners to use morphological forms in context.

METHOD

Research Design

This study employed a qualitative approach with a descriptive-analytical design to examine the implementation of drill and reinforcement methods in Arabic morphology learning at an Islamic elementary school (Creswell & Poth, 2018; Merriam & Tisdell, 2016). A qualitative approach was selected because this study focused on understanding the learning process contextually and naturally within classroom interactions, particularly regarding the application of behaviorist learning principles such as stimulus-response, reinforcement, repetition, and conditioning (Skinner, 1953).

The research used a case study design (Yin, 2018), which enabled the researchers to explore the implementation of drill and reinforcement methods comprehensively and holistically within a specific educational setting. Through this design, the study aimed to obtain an in-depth understanding of teacher practices, student responses, and the instructional processes involved in Arabic morphology learning.

Research Participants and Setting

The study took place in Class 4-B at a Madrasah Ibtidaiyah. The class comprised 35 students, who were present in the instructional setting observed by the researcher. The interview participants were one shorof (Arabic morphology) teacher and three students selected to provide perspectives on the classroom practices. The teacher was included because of their direct role in delivering the lesson, while the student interviewees were invited to describe their experiences of repetition, feedback, and using morphological forms. The school and participants are described by educational role rather than by personal name in the reporting of findings. The case is bounded by this class and the observed teaching context; accordingly, the findings are interpreted in relation to this setting rather than as representative of all elementary Arabic classrooms.

The site was selected purposively because Arabic morphology was taught there and the classroom practices were relevant to the research questions. The case is bounded by this school and the observed teaching context; accordingly, the findings are interpreted in relation to this setting rather than as representative of Madrasah Ibtidaiyah more generally.

Data Collection Techniques

Data were collected through one classroom observation and interviews with the teacher and three students. The observation was conducted on 22 August 2026 and focused on the shorof lesson in Class 4-B: the teacher's presentation of morphological patterns, the sequence of collective and individual drills, the forms and timing of reinforcement, students' responses, and any attempts to use the practised forms in sentences. The researcher observed the lesson directly;

because only one observation was conducted, the account represents a single lesson rather than a pattern established across multiple sessions.

Interviews involved one shorof teacher and three students and were conducted during the 08:30–09:00 period. The researcher posed questions about the teacher's use of drill and reinforcement and the participants' experiences of repetition, praise, correction, and applying patterns in sentences; the interviewees responded to those questions. Interview evidence is used to contextualize the observed lesson rather than to claim that all 35 students held the same views. The manuscript should specify, before submission, whether responses were audio-recorded or documented in written notes and what consent/permission procedures were followed; these procedural details must reflect what actually occurred.

Data Validity

Credibility was supported by comparing classroom observations with the interview accounts available for the same lesson (Fikri et al., 2025). This comparison was used to identify points of convergence and differences between what was observed and what participants reported. Because the study involved one observation and four interviewees, the findings are treated as a focused qualitative account, not as a comprehensive assessment of student outcomes. Any additional procedures such as member checking, an audit trail, or formal document analysis should be reported only if they were actually conducted and documented.

To protect the integrity of interpretation, the analysis distinguishes directly observed classroom events, participants' reported perceptions, and the researchers' interpretations. This distinction is especially important when discussing motivation, confidence, or improvement, because these qualitative data can indicate participants' experiences but cannot by themselves establish causal effects.

Data Analysis

The data analysis process was conducted interactively and continuously using the qualitative data analysis model proposed by Miles, Huberman, and Saldaña (Miles et al., 2020). The analysis involved three main stages: data reduction, data display, and conclusion drawing/verification. The first stage, data reduction, involved selecting, focusing, simplifying, and organizing raw data relevant to the research objectives (Kusumawardhani & Wanda, 2026). The second stage, data display, was carried out by presenting the data in the form of systematic descriptive narratives to facilitate the identification of patterns and relationships emerging from the findings (Annasthasya et al., 2025).

The final stage consisted of drawing conclusions and verifying findings continuously throughout the research process (Hidayat et al., 2025). At this stage, the researchers interpreted the patterns of drill and reinforcement implementation in Arabic morphology learning and analyzed their implications for students' learning experiences and classroom engagement contextually.

RESULTS AND DISCUSSION

Implementation of Drill and Reinforcement-Based Learning in Arabic Morphology Learning

Classroom observations revealed that the implementation of drill and reinforcement methods in Arabic morphology learning at Madrasah Ibtidaiyah was conducted through several systematic stages, including the presentation of morphological patterns, oral repetition activities,

individual and group exercises, and reinforcement provided by the teacher for students' responses. At the beginning of the lesson, the teacher introduced simple verb transformation patterns using familiar vocabulary to facilitate students' understanding. Students were then instructed to repeat the patterns collectively and individually in order to develop familiarity with Arabic word formation structures.

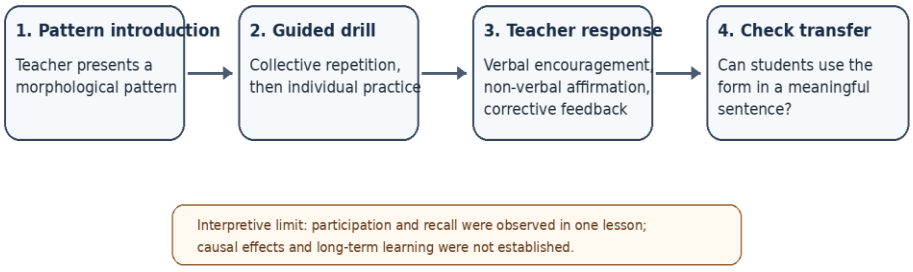
The implementation of the drill method was reflected in intensive repetition activities carried out throughout the learning process. The teacher consistently provided gradual exercises beginning with basic morphological patterns before proceeding to more complex forms. These activities included collective reading, completing word transformation exercises, and practicing changes in verb forms according to specific grammatical patterns. Based on classroom observations, students repeatedly practiced the same patterns several times until they were able to respond correctly and fluently. In the observed lessons, repeated practice was associated with students' more fluent recall of the practised patterns and their accurate responses to guided transformation exercises. The teacher explained:

> "Students tend to remember the patterns faster when repetition is conducted continuously during the lesson. Repeated practice helps them become more familiar with Arabic word transformations."

In addition to repetitive exercises, the teacher also applied various forms of reinforcement during the learning process. The reinforcement included verbal expressions such as praise, motivation, and appreciation, as well as non-verbal reinforcement such as applause, additional points, and positive facial expressions when students answered correctly or completed tasks successfully. These forms of reinforcement coincided with visible participation and with students' reports of greater confidence during classroom activities; the design does not establish that reinforcement alone caused these responses. One student stated:

> "I became more confident when the teacher gave praise after I answered correctly because it made me more enthusiastic to continue practicing."

Figure 1. Classroom sequence for drill and reinforcement in Arabic morphology learning



The figure summarizes the observed sequence, not a validated causal model: the teacher presented a pattern, students practised it through guided repetition, and the teacher responded with encouragement or correction. The lesson also exposed the need to check whether students could use the practised forms in sentences.

The findings indicate that the implementation of drill and reinforcement methods in Arabic morphology learning is closely related to behaviorist learning theory, particularly the concepts of stimulus, response, and reinforcement (Syaputri et al., 2025). Repetitive exercises functioned as learning stimuli, while teacher reinforcement strengthened students' responses and learning motivation (Husain & Rifa'i, 2025). These findings demonstrate that behaviorist-oriented

strategies remain relevant in elementary-level Arabic morphology learning, especially for materials requiring mastery of structural patterns and mechanical language skills (Manikam et al., 2025).

Nevertheless, this study also found several limitations in the implementation of drill-based learning. The dominance of repetitive activities tended to position students as passive learners, with limited opportunities for analytical and communicative language use (Fathoni & Syaifuddin, 2024). Excessive emphasis on memorization may reduce students' deeper conceptual understanding of morphological functions in authentic language contexts (Duong et al., 2021). Therefore, drill methods need to be balanced with more meaningful learning activities, such as contextual sentence analysis, interactive exercises, and simple communicative practices that encourage active student engagement (Saty et al., 2023).

Forms of Reinforcement in Learning Shorof

The findings revealed that reinforcement played an important role in supporting students' engagement and participation during Arabic morphology learning activities. Based on classroom observations, the teacher consistently provided reinforcement during drill exercises, particularly when students successfully identified or repeated Arabic morphological patterns correctly. The reinforcement was delivered in both verbal and non-verbal forms to maintain students' motivation and participation throughout the learning process.

Verbal reinforcement was commonly expressed through praise and motivational responses such as "good," "excellent," and "correct answer." These expressions were frequently delivered immediately after students completed oral repetition exercises or answered questions accurately. In addition, non-verbal reinforcement was also implemented through applause, positive facial expressions, additional points, and opportunities for students to become group leaders during drill activities. These practices created a more participatory classroom atmosphere and encouraged students to become more actively involved in the learning process.

Based on interview data, the teacher explained:

> "Students usually become more enthusiastic when they receive direct appreciation after answering correctly. Even simple praise can increase their confidence during Arabic morphology exercises."

Similarly, one student stated:

> "I feel more confident when the teacher gives praise because it motivates me to continue practicing the patterns."

The observation and interview accounts suggest that reinforcement served as feedback on performance and as encouragement to participate. Because motivation and confidence were not measured independently, these interpretations are limited to visible classroom behavior and participants' reported experiences. In the observed lesson, students appeared more willing to attempt some exercises when the teacher responded promptly with praise or corrective feedback.

Table 1 presents the forms of reinforcement implemented by the teacher and their observed effects on students' learning participation.

Table 1. Forms of Reinforcement in Arabic Morphology Learning

Form of reinforcement	Teacher practice observed	Response noted in the lesson / interviews
Verbal encouragement	Praise and short affirmations after student responses	Students appeared more willing to attempt exercises after immediate encouragement; interviewees described praise as encouraging.

Non-verbal affirmation	Applause, positive facial expressions, and additional points (as reported in the manuscript)	These practices accompanied classroom exercises; the single observation does not establish a separate effect for each practice.
Corrective feedback	Direct correction followed by another attempt or repetition	Correction supported guided practice; independent sentence use remained difficult for some students.

In addition, classroom observations showed that reinforcement was not only directed toward students who provided correct answers, but also toward those who demonstrated effort and active participation during learning activities. The teacher frequently encouraged students who initially experienced difficulties in memorizing Arabic morphological patterns by providing gradual guidance and supportive feedback. This approach helped create a more inclusive learning atmosphere in which students felt more comfortable participating without fear of making mistakes (Fadhilah & Jauhari, 2025).

Within the observed lesson, some students continued practising after receiving supportive feedback. This pattern suggests that reinforcement may accompany persistence during drill activities, although one observation cannot establish a stable effect over time.

Feedback was often delivered immediately after a student response. In the observed lesson, this timing coincided with continued attention to the exercise, but the design does not permit comparison with delayed feedback or a conclusion that immediate reinforcement was more effective (Ruhama, 2023). The timing, consistency, and appropriateness of feedback remain useful issues for teachers to consider when planning drill-based instruction.

The implementation of reinforcement in Arabic morphology learning demonstrates a close relationship with behaviorist learning theory, particularly Skinner's concept of stimulus, response, and reinforcement (Skinner, 1953). In this context, reinforcement functioned as a stimulus that strengthened students' responses during repetitive learning activities (Syaputri et al., 2025). The findings support previous studies suggesting that positive reinforcement can increase students' motivation, participation, and persistence in completing learning tasks (Addaeroby & Febriani, 2024).

Nevertheless, this study also found that reinforcement-based learning should be implemented proportionally to avoid excessive dependence on external motivation. Overemphasis on praise and rewards may encourage students to focus primarily on external appreciation rather than developing intrinsic learning awareness (Permatasari et al., 2024). Therefore, reinforcement should not only emphasize learning outcomes but also appreciate students' effort, participation, and individual progress during the learning process. In this regard, reinforcement can function more constructively in promoting students' self-confidence, learning responsibility, and independent learning development (Sukirlan et al., 2021).

Student Responses to Drill and Reinforcement-Based Learning

Classroom observations and interview accounts provided a generally favorable, but limited, picture of students' experiences with drill and reinforcement. During the observed lesson, students took part in collective repetition, answered some questions, and completed guided exercises. Several interview responses indicated that repetition helped the interviewees recall

practised patterns and that encouragement made answering feel more comfortable. These reports should not be read as representing all 35 students, since only three students were interviewed.

One student explained:

"Repeated practice helps me remember the patterns more easily, especially when the teacher guides us step by step."

Another student stated:

"I feel more confident answering questions when the teacher gives encouragement and appreciation during the lesson."

Classroom observations indicated that students participated more readily during exercises when the teacher provided immediate verbal encouragement. This observation suggests a possible relationship between reinforcement and classroom participation, although the qualitative design does not establish a causal effect. The interpretation is limited to the single observed lesson and is considered alongside, rather than as a substitute for, the interview accounts.

Nevertheless, this study also found several limitations in the implementation of drill-based learning (Zakaria et al., 2025). Although students demonstrated improvement in memorizing morphological patterns, many of them still experienced difficulties in understanding and applying the patterns contextually. Based on classroom observations, students were generally able to repeat verb transformation patterns fluently when instructed directly by the teacher; however, some students became hesitant when asked to construct simple sentences using the same patterns.

This finding was also supported by interview data from the teacher, who explained:

"Students usually memorize the patterns quickly because they are repeated continuously, but some of them still struggle to understand the meaning and use the forms appropriately in sentences."

The findings indicate that drill-based learning tends to emphasize repetitive and mechanical aspects of language learning more strongly than contextual language use. As a result, students may achieve mastery of form without fully understanding communicative meaning and practical language application (Akla, 2021). In this regard, the findings support criticisms of behaviorist-oriented language learning, which tends to focus primarily on habit formation through stimulus-response mechanisms (Syaputri et al., 2025).

Table 2 presents the differences observed between students' mastery of morphological patterns and their contextual language understanding.

Table 2. Comparison Between Pattern Memorization and Contextual Understanding

Learning aspect	Evidence and interpretation from the observed lesson
Recall of morphological patterns	Students repeated tasrif patterns during collective and individual guided practice. This shows reproduction of practised forms in that lesson, not long-term retention.
Use in meaningful sentences	Some students hesitated when asked to construct sentences using the practised forms. This suggests that accurate repetition and independent contextual use should be assessed separately.

In addition, the findings of this study demonstrate that students' responses toward drill and reinforcement methods were influenced not only by the learning techniques themselves but also by the teacher's classroom management and interpersonal approach (Fadhilah & Jauhari, 2025). During classroom observations, students appeared more engaged when the teacher combined repetition activities with interactive guidance and supportive communication. The teacher

frequently provided encouragement while monitoring students individually, allowing students to feel more comfortable participating in oral exercises. This finding is consistent with previous studies emphasizing that positive classroom interaction and supportive reinforcement can strengthen students' participation and emotional engagement during Arabic language learning activities (P. Sari et al., 2022). Therefore, the effectiveness of drill and reinforcement methods cannot be separated from the teacher's ability to create a supportive and student-centered learning atmosphere.

Furthermore, Arabic morphology learning should not only focus on students' ability to memorize linguistic patterns but also encourage their understanding of language meaning and contextual usage (Sukirlan et al., 2021). Although repetitive practice effectively strengthens students' mastery of morphological structures, excessive dependence on mechanical drills may limit students' opportunities to develop communicative competence. This finding supports previous studies stating that repetition-based learning needs to be balanced with contextual and meaningful learning activities so that students are able to apply language forms appropriately in real communication situations (Permatasari et al., 2024). Therefore, integrating drill methods with contextual exercises, collaborative learning, and simple communicative practices may help students develop more comprehensive Arabic language competence.

From a contemporary pedagogical perspective, Arabic morphology learning should not only emphasize memorization and repetition but also integrate contextual and communicative learning activities. Repetition remains important in strengthening students' structural understanding; however, it needs to be balanced with activities that encourage students to interpret meaning and apply language forms in authentic contexts. Therefore, integrating drill methods with contextual exercises, collaborative learning, and simple communicative practices may help students develop more comprehensive Arabic language competence (Murniati, 2021).

Pedagogical Implications: Integration of Behaviorism with Contextual Approaches

The findings indicate that drill and reinforcement were used as foundational strategies for practising Arabic morphological patterns in the observed lesson. Repetition gave students structured opportunities to recall forms, while feedback accompanied their attempts to answer and repeat patterns. These observations are consistent with the use of behaviorist strategies for practising linguistic structures, but they do not independently demonstrate improved achievement (Prabowo et al., 2024).

Nevertheless, the findings also revealed several limitations in the exclusive implementation of behaviorist-oriented learning. Based on classroom observations, some students were able to memorize morphological patterns fluently but still experienced difficulties when applying these forms in contextual language use. During learning activities, students often succeeded in repeating verb transformation patterns correctly; however, they became hesitant when asked to construct simple sentences independently.

One teacher explained:

> "Students usually memorize the patterns quickly because the exercises are repeated continuously, but some of them still struggle to understand how to use the forms appropriately in sentences."

This finding suggests that mastery of structural forms does not automatically lead to communicative language competence (Akla, 2021). In this regard, the findings support criticisms of behaviorist-oriented language learning, which tends to emphasize habit formation and mechanical repetition more strongly than contextual meaning construction (Syaputri et al., 2025).

Consequently, Arabic morphology learning should not only focus on memorization accuracy but also encourage students to understand the communicative functions of language forms.

From a broader pedagogical perspective, the findings highlight the importance of integrating behaviorist strategies with contextual and communicative learning approaches. Although drills and reinforcement remain effective in strengthening students' structural understanding, these methods need to be balanced with activities that promote contextual language use and meaningful interaction (Nazhifa, 2025). Contextual learning activities may include sentence construction exercises, simple dialogues, collaborative tasks, and the use of language patterns in situations relevant to students' daily experiences (Rambe, 2024). Through these activities, students are expected not only to memorize morphological patterns but also to understand their practical functions within authentic communication contexts.

The integration of behaviorist and contextual approaches also implies a shift in the teacher's role during the learning process. Teachers are not only responsible for providing reinforcement and correcting students' responses, but also for facilitating students' active participation and meaning-making processes (Nida et al., 2025). Therefore, teachers need to develop more interactive and student-centered learning strategies so that Arabic morphology learning becomes more meaningful, engaging, and developmentally appropriate for elementary-level students (Permatasari et al., 2024).

Overall, the pedagogical implication of this study emphasizes that drill and reinforcement methods remain valuable as foundational strategies in Arabic morphology learning, particularly for strengthening students' mastery of structural patterns. However, these methods should be integrated with contextual and communicative approaches in order to support the development of both structural accuracy and functional language competence more comprehensively (Sukirlan et al., 2021).

CONCLUSION

This case study describes the implementation of drill and reinforcement in Arabic morphology learning in Class 4-B at a Madrasah Ibtidaiyah. The findings indicate that collective and individual repetition, gradual exercises, verbal praise, non-verbal encouragement, and corrective feedback were used to support students' participation and practice of morphological patterns. Teacher and student accounts suggested that repeated practice supported recall and that encouragement coincided with students' willingness to attempt exercises. However, accurate reproduction of morphological patterns during guided practice did not always translate into independent use in meaningful sentences. These findings highlight the importance of distinguishing structural accuracy from contextual language use. From a pedagogical perspective, drill and reinforcement may be retained as tools for practising morphological forms, but they should be complemented by contextual activities, including sentence construction, short dialogues, and collaborative tasks. The findings should be interpreted cautiously because the study was limited to one class, one classroom observation, and interviews with one teacher and three students. Accordingly, the study does not establish causal effectiveness or support generalization to other educational settings. Further research involving multiple lessons and schools, together with explicit assessment of structural accuracy and contextual language use, is needed to examine how these instructional practices operate across different learning contexts.

AUTHOR CONTRIBUTIONS STATEMENT

[NI] contributed to the conceptualization of the study, data collection, data analysis, and manuscript drafting. [HH], supervised the research process, provided methodological guidance, contributed to the interpretation of the findings, and critically reviewed and revised the manuscript. [KA and LT], contributed to the preparation and refinement of the manuscript, assisted with literature review, and provided feedback to improve the clarity and overall quality of the paper. All authors have read and approved the final version of the manuscript.

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