

ers following certain patterns of proportional distribution. The patterns listed above are all highly consistent between speakers. These patterns (with the exception of pattern *b*) are not part of formal language instruction and are indicative of the existence of covert linguistic norms governing, and indeed limiting, the use of case endings in Spoken Standard Arabic.

### 11.3 PEDAGOGICAL IMPLICATIONS

The primary motivation for conducting this study was to inform Standard Arabic pedagogy and curriculum development. The following is a brief, non-exhaustive discussion of some general points about how the findings presented above may inform teaching. These points are based on the assumption that Spoken Standard Arabic as it represented by the present corpus is an appropriate form of the language for students of Standard Arabic strive for. It entails partial abandonment of the prescriptive ideal and runs against commonly held notions of linguistic correctness in Arabic.

It is also assumed here that oral proficiency in Standard Arabic is a learner aim. This may not necessarily be the case seeing as how Standard Arabic is primarily written and as how the dialects fulfill most spoken language functions. In most institutions where Arabic is taught to non-native speakers, oral proficiency in Standard Arabic is nevertheless an explicit aim, sometimes paired