



EFFECTIVE METHODS FOR DEVELOPING LISTENING COMPREHENSION SKILLS IN TEACHING ARABIC

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Abstract. This article analyzes effective and modern methods for developing listening comprehension (auding) skills for students learning the Arabic language. The central role of listening comprehension in communicative competence, its nature as a cognitive process, and the difficulties arising from the specific features of the Arabic language are highlighted. The article discusses evidence-based approaches, including the use of metacognitive strategies, purposeful use of authentic materials and digital technologies (CALL), and effective methods such as Task-Based Language Teaching (TBLT), based on scientific literature and practical experiences from the last 10 years.

Keywords: Arabic language, listening comprehension, auding, effective methods, language teaching methodology, authentic materials, digital technologies, CALL, TBLT, metacognitive strategies, communicative competence.

INTRODUCTION

The growing global interest in learning Arabic necessitates the development of new and effective approaches in language teaching methodology. Among the four main language skills, listening comprehension is one of the initial and most crucial stages of language acquisition. It not only lays the foundation for oral communication but also positively influences pronunciation formation, vocabulary enrichment, and the assimilation of grammatical structures.

However, the complex phonetic system of Arabic, the phenomenon of diglossia (the difference between literary language and dialects), and the rich cultural context significantly complicate the development of listening comprehension skills. Therefore, alongside traditional methods, there is a need to apply effective methods



based on modern research and best practices. This article is dedicated to analyzing such effective methods for developing listening comprehension skills in Arabic lessons.

MAIN PART

Modern language teaching methodology aims to transform listening comprehension from passive hearing into an active, conscious, and purposeful process. The following methods are considered effective in this regard:

Applying Metacognitive Strategies. This method involves teaching students to understand, plan, monitor, and evaluate their own listening comprehension processes. Students learn to set goals before listening, identify points of confusion during listening, and analyze their understanding afterward [8]. Examples:

Planning: «Listening to this dialogue, I need to identify the main problem».

Monitoring: «I didn't understand this word; I'll try to infer its meaning from the context or check a dictionary later».

Evaluating: «I understood the general meaning of the text, but I couldn't recall some details».

Applying metacognitive strategies develops students' independent learning skills, increases their success in listening comprehension, and strengthens their confidence in language learning. The teacher should explicitly teach these strategies and encourage their use.

Purposeful Use of Authentic Materials. Authentic materials (recordings of real-life speech: news, interviews, films, songs, podcasts, social media content) expose students to the natural use of the language, various accents, and dialects [1]. This prepares them for real communication situations. Examples:

Listening to short news clips (e.g., BBC Arabic, Al Jazeera) to identify main events.

Listening to popular Arab bloggers on YouTube and expressing opinions on their views.



Listening to short excerpts from Arabic TV series to pay attention to dialect features.

Listening to Arabic songs to write down chorus lyrics or identify the general theme.

Working with authentic materials provides high motivation, but understanding their linguistic complexity and cultural aspects requires the teacher to develop appropriate tasks and provide additional explanations. Adapting materials to the students' level (e.g., providing subtitles, pre-teaching vocabulary) is crucial [9].

Task-Based Language Teaching (TBLT). In this method, the main focus is not on learning language forms but on performing a specific communicative task using the language. Listening comprehension becomes a necessary tool for completing the task. Examples:

Listening to a conversation between two people to identify the issues they disagree on and proposing one's own solution.

Listening to directions and tracing the route to a specified location on a map.

Listening to an advertisement for a product and listing its advantages and disadvantages.

Listening to a story about an event and preparing a short role-play based on it.

TBLT turns language learning into a meaningful and purposeful process. Students do not just learn the language; they use it to solve problems and exchange information. This approach effectively develops communicative competence [3].

Integration of Digital Technologies and CALL (Computer-Assisted Language Learning). Modern technologies offer wide opportunities to enrich, individualize, and increase the effectiveness of listening comprehension activities. Examples:

Interactive platforms and applications: Using resources like ArabicPod101, Forvo (pronunciation), Playaling for Arabic (dialect videos), Quizlet (vocabulary memorization).



Online dictionaries and translators: Contextual dictionaries like Reverso Context, Almaany help quickly determine the meaning and usage of unfamiliar words.

Audio and video editing software: Teachers can shorten, slow down, or highlight specific parts of audio/video materials.

Podcasts and audiobooks: Convenient tools for developing students' independent listening skills.

Technologies provide easy access to listening materials, automate exercises, offer immediate feedback, and make the learning process more engaging [5, 2]. However, it is important to clearly define the pedagogical goal when using technologies and consider the students' digital literacy.

Integrated Approach. Teaching listening comprehension in close connection with other language skills (speaking, reading, writing) and language aspects (grammar, vocabulary). Examples:

Conducting a discussion based on a listened text (listening + speaking).

Writing a continuation of a listened story (listening + writing).

Reading an article on the listened topic and comparing ideas (listening + reading).

Analyzing a new grammatical structure from a listened dialogue and creating similar sentences (listening + grammar).

This approach helps to assimilate language elements not in isolation but as an integrated system and brings language use closer to real-life situations.

CONCLUSION

Effective methods for developing listening comprehension skills in Arabic lessons are based on transforming students into active participants, shaping their independent learning abilities and metacognitive strategies, and making purposeful use of authentic materials and modern technologies. Methods like Task-Based Language Teaching and an integrated approach bring language learning closer to communicative situations. It is crucial to consider the specific features of the Arabic



language, especially diglossia and dialect diversity. The harmonious and systematic application of these methods allows for the development of students' ability to effectively comprehend spoken Arabic and ultimately serves as a foundation for them to become successful communicators.

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