# DEVELOPING LISTENING COMPREHENSION SKILLS IN ARABIC LANGUAGE LESSONS

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**Abstract:** This article examines modern approaches and methodological aspects of developing listening comprehension (auding) skills for students learning the Arabic language. The role of listening comprehension in communicative competence and the difficulties arising due to the specific phonetic, lexical-grammatical, and socio-cultural features of the Arabic language are analyzed. The article highlights modern pedagogical strategies aimed at effectively developing listening comprehension skills, including new interpretations of pre-listening, while-listening, and post-listening exercises, the use of authentic and digital resources, and the integration of technologies, based on recent academic literature.

**Keywords:** Arabic language, listening comprehension, auding, speech activity, language teaching methodology, authentic materials, digital technologies, communicative competence, metacognitive strategies.

## INTRODUCTION

In the modern world, developing communicative competence is considered the main goal in learning languages, especially Arabic, which is gaining global importance. Communicative competence, in turn, requires the balanced development of the four main language skills – listening comprehension, speaking, reading, and writing. Among them, listening comprehension (auding) is the foundation of oral communication, a necessary condition for adapting to the language environment, receiving information, and acquiring other language skills.

Developing listening comprehension skills for students learning Arabic involves a number of objective difficulties. These include the language's rich phonetic system, complex morphology and syntax, the differences between the

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literary language and numerous dialects, as well as the cultural specifics of speech. Therefore, applying targeted, systematic, and modern methodologies for developing listening comprehension skills in Arabic lessons is a relevant task. This article aims to shed light on these issues from the perspective of recent scientific and methodological research.

## MAIN PART

Listening comprehension is not just hearing, but an active cognitive process aimed at extracting meaning from the speech being heard. It involves perceiving the sound stream, recognizing words and grammatical forms, understanding their meaning, and comprehending the overall content and necessary information, taking into account the speech situation and context [7]. For effective listening comprehension, students need not only linguistic knowledge (phonetics, vocabulary, grammar) but also developed metacognitive strategies, i.e., the ability to manage, plan, and evaluate their own comprehension process [6].

Main difficulties in Arabic listening comprehension (in the modern context):

**Phonetic-phonological difficulties:** Distinguishing unfamiliar guttural and emphatic sounds, perceiving the length of vowels, assimilation and elision of sounds in connected speech remain relevant challenges for students. The fast pace of speech in modern media content further exacerbates these difficulties.

**Lexical-grammatical complexities:** Rich synonymy, homonymy, polysemy; complex verb derivation system (forms); inversion in sentence structure; lexical-grammatical differences between the literary language and dialects place high demands on the student's vocabulary and grammatical preparation. For example, understanding the difference between the language of official news (Fusha) and informal communication language (mixed with dialect) on social networks.

**Diglossia and dialect diversity:** The difference between the literary language (MSA - Modern Standard Arabic) and local dialects (Ammiyya) (diglossia) remains one of the biggest challenges specific to Arabic. Although students often learn the literary language, in real life and authentic materials (films, songs, series) they

encounter various dialects. This situation creates a serious obstacle to listening comprehension [1].

**Socio-cultural factors:** Understanding the speech situation, the social status of the interlocutors, cultural references, irony, and humor requires not only linguistic knowledge but also a certain understanding of Arab culture.

Modern methodology for developing listening comprehension skills. Modern methodology emphasizes transforming listening comprehension from passive reception into an active meaning-making process, developing students' metacognitive strategies, and making effective use of technology. While the three-stage approach is maintained, the content of each stage is enriched:

**Pre-listening stage:** The goal is to prepare the student, activate prior knowledge on the topic, set goals, and plan listening strategies. **Modern methods:** Brainstorming, association chains; discussion based on short videos or pictures related to the topic; filling out a KWL (Know-Want to know-Learned) chart; working with keywords and phrases (guessing meaning, finding synonyms/antonyms, trying to use them in speech); clearly defining the listening purpose (general meaning, specific facts, author's opinion, etc.).

This stage reduces the student's cognitive load, increases interest in the topic, and allows for purposeful management of the listening process [6].

**While-listening stage:** The goal is to ensure comprehension by listening to the text and performing assigned tasks. **Modern methods:** Interactive tasks on online platforms or mobile apps (fill-in-the-blanks, sequence restoration, multiple choice); Selective listening (extracting only necessary information, e.g., opinions on a specific topic); Note-taking (writing down short notes, diagrams, or keywords while listening); Multiple listenings (performing different tasks aimed at understanding general meaning first, then details in subsequent listenings). Purposeful and varied tasks encourage active listening. Technological tools (e.g., slowing down speech speed, using subtitles) can help overcome difficulties [2].

**Post-listening stage:** The goal is to check and analyze comprehension, consolidate language material, and integrate the acquired knowledge into other skills

(speaking, writing). **Modern methods:** Discussion and exchange of opinions in pairs or small groups based on the listened text, answering questions, justifying one's opinion; Information processing (writing a summary, creating an outline, making a mind map); Creative tasks (continuing the listened dialogue, preparing a short presentation on the topic, writing an essay); Linguistic analysis (analyzing new lexical units, grammatical structures, or cultural references in the text). This stage transforms listening comprehension from a mere exercise into a communicative task, developing students' critical thinking and creative language use abilities [7].

Materials and Technologies (Modern Approach). **Primacy of authentic materials:** Modern methodology recommends focusing more on authentic materials (news, films, series, podcasts, YouTube channels, social media content) to prepare students for real-life communication. It is important to include various dialects [1]. For example, authentic video clips adapted to the students' level can be found on resources like Playaling for Arabic (https://playaling.com/).

**CALL (Computer-Assisted Language Learning) tools:** Computer programs, online platforms (Forvo – for pronunciation, ArabicPod101 – for lessons and podcasts), mobile applications, interactive dictionaries (Reverso Context, Almaany) create broad opportunities for individualizing, differentiating, and enriching listening comprehension activities [3, 2].

**Online collaboration tools.** Platforms like Google Docs, Padlet can be used for students to discuss listened materials together and carry out projects.

**The updated role of the teacher.** In modern conditions, the teacher acts not only as a knowledge provider but also as an organizer of the learning process, a facilitator, developing students' independent learning skills and metacognitive strategies. They should assist students in finding suitable resources, using technologies effectively, and overcoming difficulties in listening comprehension.

## CONCLUSION

Effectively developing listening comprehension skills in Arabic lessons requires modern methodological approaches, particularly increasing student

activity, developing metacognitive strategies, and making effective use of authentic materials and digital technologies. Systematically and progressively working while considering the specific phonetic, lexical-grammatical, and socio-cultural features of the Arabic language, especially the issue of diglossia and dialects, allows for significant improvement in students' listening comprehension abilities. This, in turn, creates an important foundation for their successful communication in Arabic and understanding the culture through language.

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