

## Effective Ways of Teaching Listening of Arabic Language to Foreign Students.

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**Abstract:** *This study aims to investigate whether students who learn Arabic language encounter specific difficulties in listening comprehension, explore the potential reasons for these challenges, and examine the impact of cultural background on the listening process. Understanding how cultural factors may influence listening abilities can provide valuable insights for language educators and curriculum developers. By examining the relationship between cultural background and listening comprehension, this study seeks to enhance our understanding of the complexities involved in foreign language learning. Addressing these issues can help educators tailor their teaching methods and materials to better support students from diverse cultural backgrounds, ultimately improving their language learning outcomes.*

**Key words:** *alphabetic languages, listening comprehension, lexical knowledge, Arabic language*

### Introduction

Language is usually regarded as a code, which is made of words and a chain or rules that associate words with each other (Scarino and Liddicoat, 2009). In this view of language, language learning only involves learning vocabulary and the rules for making sentences. This very narrow view of language sees the language as fixed and finite and ignores the complexities that are involved in using language for communication. In an expanded view of language, it is a way of seeing, understanding and communicating about what is happening in world.

Arabic is taught and learnt as a second or foreign language in all Afghan secondary schools (grades 7-9). Arabic language has close relationship with most of the eastern languages as Latin has close relationship with other western languages. A great portion of the Afghan languages are influenced by Arabic in the field of academic terms. Similarly, many of the Arabic words are needed to be learnt for daily conversation. Every language is learnt through four certain skills. Generally, these skills are listening, speaking, reading and writing. (Harmer, 2009). Arabic is also learnt by these skills. In order to find out about how these skills are used in teaching and learning Arabic language in Afghan schools, one have to find out about the methods teachers use in teaching Arabic language and the textbooks used. Different methods are used for teaching Arabic. Mostly, teachers use the lecture method, i.e. students are active mostly as listeners, while teaching languages in schools.

These language development skills apply to all children learning to read, irrespective of language. For alphabetic languages such as Arabic or English, skills associated with phonological awareness are also required, which involves metacognition in relation to the auditory aspects of spoken language. One of these skills is particularly important—phonemic awareness—which involves understanding that words are made up of smaller sounds (phonemes), identifying those sounds, and differentiating between them. A lack of phonemic awareness in kindergarten or grade 1 students is associated with later problems in learning to read (Blachman 2000; Juel 1988). Phonemic awareness, phonological awareness, and letter

knowledge are significant predictors of reading achievement regardless of the language (Muter and Diethelm 2001).

Methods that explicitly teach the matching of speech to print and the decoding of words, known as “phonics,” rely on building strong phoneme awareness. But, knowing how to decode does not result in learning to read. If the decoder does not have some lexical knowledge of age-appropriate vocabulary and is not familiar with the language, they will not be able to connect it to meaning, and will soon forget the decoded word. So, knowing the meaning of lots of words and knowing names of objects and phenomena that they encounter in their daily life helps children acquire the needed lexicon to become fluent readers with comprehension (Stahl and Fairbanks 1986).

To increase learners’ ability in listening comprehension, the teacher needs to realize what problems overlooked by their learners. Since listening is still a big issue for English learners, so the process of Top Down and Bottom Up need to be identified. Top-Down processing refers to the use of schemata or students’ knowledge in understanding the information given, while Bottom-Up processing refers to the process of understanding information through sound analysis, word meaning, and grammar.(Yunusova Z.2022)

In an effort to solidify the process of teaching the language, language educators must identify issues and problems plaguing the language taught, the learning environment, and issues related to students or educators (Abdul Rahim & Naimah 2004). The efficacy of a teaching and learning process needs to be measured according to their achievement. This is because there are the target of teaching and learning. The efficacy rests on the positive changes undergone by students in whatever subject they are learning (Al-Muslim & Zamri Arifin, 2012).

Listening materials are not used by the majority of schoolteachers, which is most probably because of the limited number of cassette recorders and the large number of teachers at the same school. Therefore, teachers try to read dialogues to their students, and this does not provide the learners with the necessary native speaker model (Rababah, 2002). While learning listening it is necessary to listen carefully. So, make it habit of your students to listen everything carefully. You may do this by repeated practice. There are also a plenty of methods which can be used by a teacher in the class—room to improve listening power like dictation, aural comprehension, note—taking etc (Ansari, 2012).

Teaching listening skills in Arabic to foreign students can be challenging, but there are several effective strategies that can help enhance their comprehension and proficiency. By incorporating these effective teaching strategies, instructors can help foreign students improve their listening skills in Arabic and enhance their overall language proficiency. Consistent practice, exposure to authentic materials, and active engagement in listening activities are key to mastering this essential language skill.

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