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# ENHANCING RECEPTIVE SKILLS IN FOREIGN LANGUAGE LEARNING: THE INTERPLAY OF READING AND LISTENING COMPREHENSION

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## Abstract

Receptive skills, particularly reading and listening comprehension, are crucial components of foreign language acquisition. This study explores the interplay between these skills and their significance in language learning by utilizing the scientific literary and analytical-synthetic method. The literature suggests that reading proficiency can enhance other language skills, whereas listening comprehension facilitates foreign language learning through various activities and the use of Information and Communication Technology (ICT). Specific learning disorders, auditory functioning, and instructional materials can influence the development of receptive skills. The relationship between short-term memory (STM) and listening comprehension was also examined, highlighting the importance of enhancing STM capacity in improving listening skills. Additionally, vocabulary knowledge is central to both listening and reading comprehension. The research collectively underscores the importance of targeted strategies and resources to enhance the receptive skills of learners in foreign language contexts. However, individual learner characteristics and prior language experiences may require tailored approaches for effective improvement. While receptive skills are crucial for understanding, some argue that a balanced approach that incorporates both receptive and productive skills may lead to better language outcomes. Although receptive skills are certainly important for comprehension, it can be argued that a more holistic approach to language learning, which includes both receptive and productive skills, may ultimately result in more effective language acquisition. The basic aspects of teaching listening skills involve understanding the cognitive and pedagogical underpinnings of listening comprehension and applying effective strategies, such as top-down and bottom-up processing and a metacognitive approach, to enhance this skill.

**Keywords** Reading comprehension, listening comprehension, foreign language learning, receptive skills, specific learning disorders, auditory functioning, instructional materials, short-term memory, vocabulary knowledge, assessment.

## INTRODUCTION

Receptive skills in foreign-language acquisition, specifically reading and listening, are crucial components of language learning. Levina (2021) emphasizes the importance of reading strategies and cultural background knowledge in understanding foreign language texts. Yeshimbetova and Kulekenova (2020) further

supported the primacy of reading skills, suggesting that reading proficiency can enhance other language skills. Kokroko and Dumenyah (2020) highlighted the significance of listening comprehension and its role in facilitating foreign language learning through various activities and the use of Information and Communication Technology (ICT). Stojanovik and Riddell (2008) and Everhardt et al. (2023) provide insights into

the receptive language skills of specific populations, with Stojanovik and Riddell (2008) focusing on children with specific reading disorders and Everhardt et al. (2023) on adolescent cochlear implant users learning English as a foreign language. Kostikova et al. (2020) discusses the impact of summer reading on young learners' foreign language acquisition, while Wise et al. (2007) examines the relationship between oral language skills and reading achievement. Atmowardoyo and Sakkir (2021) and Avello and Muñoz (2023) explored the effects of best practice-based materials and captioned videos on improving receptive language skills. Interestingly, while (Levina, 2021; Yeshimbetova and Kulekenova, 2020), and Kostikova et al. (2020) focus on reading skills, Kokroko and Dumenyah (2020) and Everhardt et al. (2023) emphasize listening comprehension. Stojanovik and Riddell (2008) presented a unique perspective by examining the discrepancy between expressive and receptive language skills of children with specific reading disorders. Everhardt et al. (2023) reveals that while cochlear implant users can learn a foreign language, their listening skills in the foreign language are affected by auditory functioning. Avello and Muñoz (2023) provides evidence supporting the use of captioned videos to foster the development of listening and reading skills in primary school learners. Therefore, the acquisition of receptive skills in foreign languages is multifaceted, and involves reading and listening comprehension. The literature suggests that these skills are interrelated and that proficiency in one can bolster that in another (Levina, 2021; Yeshimbetova & Kulekenova, 2020). The development of receptive skills can be influenced by various factors, including the use of technology, presence of specific learning disorders, and type of instructional materials used (Atmowardoyo & Sakkir, 2021; Avello & Muñoz, 2023; Kokroko & Dumenyah, 2020; Stojanovik & Riddell, 2008). This

research collectively underscores the importance of targeted strategies and resources to enhance the receptive skills of learners in foreign language contexts. However, it is important to note that the success of such strategies and resources may also depend on individual learner characteristics and prior language experiences, which may require tailored approaches to effectively improve receptive skills in foreign-language contexts. For example, a learner with little exposure to the target language may require more explicit instruction and focused practice opportunities to develop their receptive skills, whereas a learner with a stronger language background may benefit from more complex and authentic language input to challenge their existing knowledge and facilitate further development of their receptive skills.

The importance of receptive skills, specifically listening and reading, in acquiring foreign languages has been well documented in various studies. These skills are fundamental for language comprehension and integral to the process of language acquisition (Glisan, 1988; Goh & Zhang, 2013). In particular, listening is emphasized as a critical component for receiving language input and transforming it into meaning, which is essential for both English as a Second Language (ESL) and English as a Foreign Language (EFL) learners (Bingol, 2017). Moreover, the development of listening skills is a prerequisite for language acquisition and cognitive development (Kokroko & Dumenyah, 2020). Contradictorily, while the significance of listening is highlighted, some research suggests that reading skills are often neglected in early language education despite their importance for overall language acquisition (Parreren, 1989). Additionally, the role of vocabulary knowledge is central to both listening and reading comprehension, indicating that teaching vocabulary can have multidimensional effects on the development of receptive skills (Amirzai, 2021). Furthermore, the

relationship between short-term memory (STM) and listening comprehension has been explored, suggesting that enhancing STM capacity is necessary for improving listening skills in second languages (Hang, 2024). In summary, receptive skills are crucial for foreign language learning because listening and reading play significant roles in the comprehension and acquisition of a new language. The development of these skills is influenced by various factors, including the integration of effective pedagogical strategies, the role of STM, and vocabulary knowledge. The research collectively supports the notion that a strong foundation in receptive skills is vital for language learners to understand and communicate effectively in a foreign language (Erdonova & Abdvahobova, 2023; Ha, 2021; Surkamp & Yearwood, 2018). However, some argue that emphasis on receptive skills may overlook the importance of productive skills in language learning. While receptive skills are crucial for understanding, productive skills such as speaking and writing are equally important for effective communication in foreign languages. Some studies have suggested that a balanced approach to language learning that incorporates both receptive and productive skills may lead to better language outcomes. For instance, in the case of a language like French, learners can use a balanced approach by practicing their listening comprehension skills through audio materials such as podcasts or audio books, while also regularly engaging in speaking and writing activities with native speakers or language partners (Chien et al., 2022).

### **Basic aspects of teaching listening skills of foreign languages**

The basic aspects of teaching listening skills in foreign languages involve understanding the cognitive and pedagogical underpinnings of listening comprehension, and applying effective strategies to enhance this skill. Research indicates

that listening is a complex process that requires extensive practice and involves both top-down and bottom-up processing strategies (Glisan, 1988; Osadchaya, 2017). Top-down strategies rely on the listener's background knowledge, whereas bottom-up strategies focus on the linguistic elements of speech. Additionally, the metacognitive approach to teaching listening, which involves teaching students to be aware of and regulate their own cognitive processes, has been shown to be beneficial (Osadchaya, 2017). Contradictions in the field are minimal, but there is an interesting shift from viewing listening as a passive skill to recognizing its active, complex nature, which requires deliberate practice and instruction (Nazarieh et al., 2022). The use of computer-assisted language learning (CALL) has been explored with mixed results, showing its effectiveness in developing specific listening skills such as listening for detail, but not necessarily for general listening (Lebedeva et al., 2016). Hence, teaching listening skills in foreign languages is a multifaceted endeavor that involves understanding the cognitive processes involved, employing both top-down and bottom-up strategies, and incorporating metacognitive approaches to enhance learners' autonomy and effectiveness. The use of technology such as CALL can be a useful adjunct to traditional methods, although its effectiveness may vary depending on the specific listening skill being targeted. However, it is important to note that technology should not entirely replace traditional methods, as there are still limitations to what technology can provide in terms of developing listening skills. For instance, while technology can provide students with opportunities to practice listening skills, such as through online exercises and simulations, it cannot replace the benefits of face-to-face interactions and communication with native speakers.

In general, teaching listening skills in foreign language acquisition presents several challenges.

Nazarieh et al. (2022) highlighted that listening was once considered a passive skill that would develop automatically, a notion that has since been proven ineffective. As a result, there has been a shift towards developing rigorous theories and standards to aid learners in improving their listening comprehension. Yudhiantara and Syihabuddin (2023) supports this by demonstrating the effectiveness of Extensive Listening (EL) in teaching Arabic, indicating that active engagement with listening materials can enhance vocabulary and grammar acquisition. However, Ganschow and Sparks (1986) and Ivancevic-Otanjac (2016) found that students with learning disabilities may face additional difficulties in listening comprehension, necessitating tailored teaching methods. Interestingly, Shamsitdinova (2021) and Serraj and Noordin (2013) pointed out that specific groups, such as law students and those experiencing language anxiety, encounter unique challenges in listening comprehension. These difficulties can stem from the inherent complexity of language or the psychological impact of anxiety on learning. Shishova (2020) further elaborates on the psychological determinants of language acquisition, including cognitive and emotional factors, which can affect the success of learning listening skills. Accordingly, the teaching of listening skills in foreign languages is complex and multifaceted, requiring consideration of both pedagogical approaches and individual learner differences. Effective teaching must address the cognitive, emotional, and specific learning needs of students. The integration of strategies that cater to these diverse needs, as suggested by research, can lead to improved outcomes in foreign language listening comprehension (Anderssen et al., 2019; Papadopoulos, 2024). However, it is important to note that not all strategies work equally well for all learners, and some may require more personalized approaches to achieve the same level of success. For instance, students with different learning

styles may require tailored teaching methods to excel in their studies.

The teaching of listening skills in foreign languages has several advantages. First, it facilitates the overall process of language acquisition, as listening is foundational to the development of communicative competence (Masalimova et al., 2016). The metacognitive approach to teaching listening, which includes strategies such as top-down and bottom-up processing, not only enhances language skills but also fosters reflective thinking and personal involvement, thereby positively influencing student motivation (Osadchaya, 2017). Additionally, the development of listening skills is linked to cognitive development and mastery of other aspects of speech (Kokroko & Dumenyah, 2020). Interestingly, while listening was once considered a passive skill that would develop automatically, research has shown that this assumption is flawed, necessitating a more active and structured approach to teaching listening comprehension (Nazarieh et al., 2022). Moreover, the expertise reversal effect suggests that instructional strategies should be tailored to the learner's level of expertise, with novice learners benefiting from integrated reading and listening approaches, whereas more expert learners may benefit from a reading-only approach (Jiang et al., 2017). Therefore, teaching listening skills in foreign languages is crucial for effective language learning. It not only aids in the acquisition of communicative competence but also supports cognitive development and can be adapted to the learner's proficiency level. One potential counterargument is that the use of technology in language learning may hinder cognitive development and limit learners' ability to acquire communicative competence. For example, a study conducted by researchers at the University of California, Los Angeles, found that excessive screen time can negatively affect children's learning and cognitive

development. This suggests that language learners should be cautious about relying too heavily on technology for language learning, and may need to incorporate more traditional methods to ensure holistic cognitive development. The use of innovative teaching methods and the awareness of factors such as anxiety and short-term memory can further enhance listening comprehension (Hang, 2024; Serraj & Noordin, 2013). Educators are encouraged to integrate these insights into their pedagogical practices to optimize their learning experiences.

### **Basic aspects of teaching reading skills of foreign languages**

The basic aspects of teaching reading skills in foreign languages involve the selection and application of appropriate reading strategies, development of metacognitive awareness, and consideration of text types and learner differences. Reading strategies are crucial for learners to decipher and comprehend texts in a foreign language, as they provide a framework for understanding new vocabulary and grammatical structures within a context (Levina, 2021). Moreover, metacognitive strategy training, such as that provided by the Cognitive Academic Language Learning Approach (CALLA), has been shown to significantly improve reading comprehension performance among English as-a-Foreign-Language (EFL) learners (Mahmoodi-Shahrehabaki, 2015). Interestingly, the type of text being read, such as belles-lettres, influences the teaching approach, suggesting that strategies should be tailored to the specific communication process between the writer and the reader (Komarov, 2015). Additionally, the pedagogy of teaching reading comprehension must be adapted to suit learners' proficiency levels, and should incorporate activities that foster effective reading (Lambe, 2018). The effectiveness of CALLA in enhancing reading comprehension skills has also

been observed in specialized contexts, such as among first-year engineering students learning Technical English (Shivani et al., 2024). Thus, teaching reading skills in foreign languages is a multifaceted process that requires educators to employ various strategies and approaches. These include the use of metacognitive strategies, adaptation to text types, and the consideration of learner differences. The ultimate goal is to improve students' ability to comprehend and engage effectively with foreign language texts. While this goal is undoubtedly important, it is crucial to consider the potential drawbacks of overemphasizing comprehension and engagement. One concern is that this approach may lead to a superficial understanding of the material, as students may focus on simply "getting" the text rather than analyzing it critically. Additionally, a narrow focus on comprehension could neglect the development of other important language skills such as speaking and writing. For example, a student who focuses only on reading comprehension may struggle to express their thoughts in writing or engage in meaningful conversations with others.

In addition, teaching reading comprehension in foreign languages presents several challenges. These include selecting appropriate texts, the complexity of language in the texts, and learners' lack of motivation (Saidakbarova, 2023). Additionally, learners often struggle to understand the language system, lack reading strategies, and have difficulty recognizing types of reading comprehension, which are further compounded by cultural background and pedagogical approaches (Sahmadan & Ajam, 2020). Interestingly, common foreign-language teaching practices, such as focusing on content and questioning, do not necessarily contribute to better reading achievement. This may be due to educational traditions, teacher values, and the influence of testing formats (Westhoff, 1989). Moreover,

despite the burgeoning interest in reading strategies, there is a need for effective instructional methods, such as metacognitive strategy training, which has been shown to significantly improve reading comprehension performance (Mahmoodi-Shahreabaki, 2015). For these factors, difficulties in teaching reading skills in foreign languages are multifaceted, involving both learner challenges and instructional practices. To address these difficulties, a variety of strategies and pedagogical approaches, including metacognitive strategy training and the consideration of cultural influences, are recommended to enhance reading skills and comprehension. For instance, one effective approach is to use graphic organizers, which can help students visually represent the relationships between different concepts and ideas in the text, thereby improving their understanding and retention of material. However, it is important to note that the effectiveness of these strategies may vary among individuals, and it may be necessary to explore other approaches such as personalized coaching or alternative learning materials to effectively address the unique challenges faced by struggling readers.

Teaching reading skills in foreign languages offers several advantages. First, it facilitates the acquisition of vocabulary and grammatical structures, as exposure to written language provides learners with contextual examples of language use (Lushchyk et al., 2021; Mandeva, 2015). Second, reading authentic materials can enhance cultural understanding and social adaptation among international students, linking language learning to real-world contexts (Lushchyk et al., 2021). Additionally, reading skills are fundamental for literacy development, and research indicates that bilingual teaching can improve literacy skills and foster positive attitudes towards language learning (Merisuo-Storm, 2006). Interestingly, while the focus on reading skills has traditionally been associated with literary or

language classes, its benefits extend beyond these contexts. For instance, cooperative language learning, which includes reading activities, can provide students with essential academic and social skills (Zhang, 2010). Moreover, the integration of new technologies has the potential to transform reading practices, offering personalized and immersive experiences that can further motivate learners and improve proficiency (Şişianu & Puşcaşu, 2024). Therefore, the development of reading skills in foreign language education is crucial to enhance linguistic competence, cultural literacy, and student motivation. It supports the broader educational goals of language proficiency and social integration, and when combined with innovative teaching methods and technologies, can lead to improved outcomes and more positive learner experiences. One potential counterargument to this statement is that the implementation of language policies can be difficult and may not necessarily lead to desired outcomes. While language policies can support the broader educational goals of language proficiency and social integration, many factors can influence the effectiveness of these policies. For example, the cultural context, level of support and resources available, and level of community engagement can all play a role in the success of language policies. Therefore, it is important to carefully consider these factors when implementing language policies and to continuously evaluate their effectiveness to ensure that they lead to improved outcomes and more positive learner experiences.

### **Assessment of receptive skills in foreign language education**

The assessment of receptive skills, including reading and listening comprehension, is a critical component of foreign language education. Schroeders et al. (2010) introduced a novel approach to assess receptive skills through

viewing comprehension, which has psychometric qualities similar to those of the traditional reading and listening comprehension tasks. Bozorgian (2012a, 2012b) highlighted the interrelationship between the four communicative macroskills (listening, speaking, reading, and writing) and the importance of receptive skills in overall language proficiency. Ha (2021) emphasized the strong correlation between receptive vocabulary knowledge and language proficiency, particularly in academic contexts. Contradictions arise in the emphasis placed on the different receptive skills. While Parreren (1989) argued for the importance of reading in the initial stages of language learning, Kokroko and Dumenyah (2020) and Bozorgian (2012b) underscored the primacy of listening comprehension as a channel for language learning. Osadchaya (2017) suggested that listening is often overlooked in pedagogy, advocating a metacognitive approach to enhance listening comprehension and reflective thinking abilities. Thus, the assessment of receptive skills is multifaceted, with various studies supporting the importance of reading and listening comprehension. Although some may argue that speaking and writing skills are equally important, receptive skills, specifically reading and listening comprehension, have proven to be critical components of language proficiency, as evidenced by numerous research studies. For example, consider a study conducted by researchers at the University of Michigan that found that students who scored higher on reading comprehension tests also performed better on writing assignments. The interrelationship between communicative macroskills suggests that a comprehensive assessment approach is beneficial. The strong correlation between vocabulary knowledge and receptive skills further supports the need for nuanced understanding of language proficiency assessments. The integration of novel approaches, such as viewing comprehension and

the consideration of metacognitive strategies in teaching listening comprehension, reflects ongoing developments in the field.

## **METHODS**

The techniques outlined below have been implemented in practical settings to improve and enhance receptive skills in the Arabic language, as the article is grounded in the exploration of theoretical concepts.

- **The scientific literary method** is a critical process for comprehensively evaluating all relevant literature on a chosen topic, despite its time consuming and theoretical nature. This approach involves categorizing materials and taking notes based on the research plans and objectives. Through the examination of domestic and international scientific accomplishments as well as the clarification of various viewpoints presented by researchers and scientists, the evaluation of literature led to the identification of research perspectives and the formation of a working hypothesis. By employing this method, it was possible to establish the history of the topic under study, current digital world principles, and areas that require further investigation.

- Teaching and evaluating Arabic as a foreign language's receptive skills in higher education is a highly intricate and complex endeavor. **The analytical-synthetic method** has been a valuable tool for addressing the numerous challenges associated with teaching and assessing these skills in future Arabic language educators at HEIs. One of the primary benefits of this method is that it provides a solid foundation for the research assumptions:

- *What are the key attributes of instruction for comprehension in language learning?*

- *How effectively can receptive skills be imparted in contemporary higher education institutions (HEIs)?*

- *What are the key aspects of receptive skills in Arabic that should be considered when attempting to develop and improve them for practical applications?*

*– What methods are appropriate for evaluating receptive skills of Arabic as a foreign language?*

## **RESULTS AND DISCUSSION**

### **Characteristics of teaching receptive skills in Arabic as a foreign language**

Teaching receptive skills in Arabic as a foreign language encompasses strategies for enhancing listening and reading comprehension. Zubair et al. (2023) emphasized the importance of pedagogical competence and teaching awareness in Arabic instruction, suggesting that effective teaching principles can lead to a more engaging learning environment. Sofa et al. (2023) highlights the need for authentic assessment of receptive skills, advocating for the inclusion of listening and reading in skill-based evaluations rather than solely knowledge-based assessments. Su and Liu (2012) identify listening comprehension as a particularly challenging receptive skill for EFL students, suggesting a test-oriented approach to teaching that includes specific strategies for improving listening competency. Interestingly, while Saad and Ahmed (2015) demonstrate the effectiveness of journal writing in improving listening and reading comprehension in a Modern Standard Arabic course, Makhoul and Sabah (2019) shows that direct academic vocabulary instruction can significantly enhance reading comprehension and productive vocabulary knowledge. Wise et al. (2007) further supported the interconnectedness of language domains, indicating that vocabulary knowledge is related to reading achievement. Murphy (1996) and Babayiğit and Shapiro (2019) both underscore the importance of integrating listening and reading instruction, with Murphy (1996) advocating for a bimodal approach in EAP and Babayiğit and Shapiro (2019) emphasizing the direct contributions of vocabulary and grammar to comprehension in both skills. Therefore, the

characteristics of teaching receptive skills in Arabic as a foreign language involve a focus on pedagogical strategies that foster engagement and comprehension (Zubair et al., 2023), the use of authentic assessments (Sofa et al., 2023), and the integration of listening and reading instruction, with a strong emphasis on vocabulary and grammar. Additionally, the challenge of listening comprehension has been addressed through specific teaching approaches (Su & Liu, 2012), and the role of writing as a supportive skill has been acknowledged (Saad & Ahmed, 2015). Collectively, these findings suggest that a multifaceted approach to teaching receptive skills is necessary for effective Arabic language instruction. On the other hand, it is important to note that a focus on productive skills such as speaking and writing should not be overlooked in the language learning process, as they play a crucial role in developing overall communication abilities. For instance, a student who excels in reading comprehension but struggles with speaking may benefit from practicing speaking with a language partner or using language learning apps that focus on pronunciation and conversation.

### **Features of teaching listening skills in Arabic as a foreign language**

The teaching of listening skills in Arabic as a foreign language is underscored by the integration of multimedia tools and consideration of linguistic and cultural nuances. Alharizeh and Khasawneh (2022) highlighted the effectiveness of multimedia in developing listening skills among non-native speakers, demonstrating that students exposed to multimedia resources outperformed those who learned using traditional methods in post-test assessments. This suggests that multimedia can be a powerful tool for enhancing auditory comprehension of Arabic for non-native speakers (Alharizeh & Khasawneh, 2022). Interestingly, while multimedia is emphasized, there is no direct



contradiction in the literature regarding its use; however, the importance of cultural and linguistic contexts is stressed. For instance, Drame (2021) discussed the role of school dictionaries in providing not only vocabulary but also etymological, social, and figurative meanings, which are crucial for understanding spoken Arabic. This indicates that effective listening skills are not only about perceiving sounds, but also about understanding their meanings within a cultural context (Drame, 2021). Thus, the literature suggests that teaching listening skills in Arabic to non-native speakers benefits significantly from the use of multimedia tools, which can enhance learning experience and outcomes (Alharizeh & Khasawneh, 2022). Additionally, the incorporation of cultural and linguistic contexts, as provided by resources such as specialized dictionaries, is essential for a comprehensive understanding of spoken language (Drame, 2021). These approaches contribute to a more effective and engaging learning process for students to acquire listening proficiency in Arabic as a foreign language. However, it is important to note that these methods may not be effective for all students, and individual differences in learning styles and proficiency levels should be considered to ensure optimal results. For instance, a student who is a visual learner may benefit from seeing diagrams and pictures, whereas an audio learner may prefer to listen to lectures and discussions. It is crucial to understand each student's unique learning style and adjust their teaching methods accordingly to maximize their potential.

As for the difficulties of teaching this type of receptive skill, the challenges of teaching listening skills in Arabic as a foreign language are multifaceted. A qualitative study highlighted that learners face difficulties, such as the speed of speech, quickly forgetting what was heard, and the inability to match the sound of the word with a known vocabulary (Al-Busaidi, 2012). These issues

are compounded by the lack of practical opportunities and cultural differences that impact listening comprehension (Al-Busaidi, 2012). Additionally, the peculiarities of speech perception in different languages, including Arabic, must be considered when developing listening comprehension teaching techniques (Masalimova et al., 2016). Interestingly, while Al-Busaidi (2012) focuses specifically on Arabic, other studies suggest that listening comprehension challenges are not unique to any single language. For instance, the importance of developing metacognitive strategies and the combination of top-down and bottom-up approaches have been emphasized as effective across various languages (Kosheleva, 2018; Osadchaya, 2017). Moreover, the notion that listening is a "receptive skill" and the most arduous of language skills is a recurring theme, indicating that these challenges are a common part of the language learning process (Su & Liu, 2012). For this reason, the challenges in teaching listening skills in Arabic as a foreign language include dealing with the intrinsic difficulties of listening comprehension, the need for adequate practice, and the influence of cultural differences. These challenges are not isolated to Arabic but are part of the broader context of foreign language acquisition, where a combination of linguistic, cognitive, and metacognitive approaches can be beneficial. Therefore, educators should consider these factors when designing curricula and instructional strategies to enhance listening skills of Arabic language learners.

Pedagogical research underscores the advantages of teaching listening skills in Arabic as a foreign language. Extensive Listening (EL) has been identified as an effective approach for enhancing vocabulary and grammar acquisition, with students recognizing its benefits in improving pronunciation and grammar knowledge (Yudhiantara & Syihabuddin, 2023). Similarly, the use of animated Arabic films has been shown to

significantly improve listening skills, as evidenced by an 11.76% increase in students' classical completeness rates, indicating that modern technological innovations can serve as potent pedagogical tools (Suryanata & Anwar, 2023). In contrast, while these methods show promise, the audio-lingual method adapted for visually impaired students also suggests positive outcomes, emphasizing the need for inclusive and interactive learning environments (Efendi et al., 2023). Moreover, mobile learning has been found to significantly affect motivation through the ARCS model, suggesting that motivation is a critical factor in language acquisition (Daud et al., 2020). These findings are complemented by the historical evolution of listening comprehension, which has transitioned from being considered a passive skill to one requiring active teaching and rigorous theoretical underpinnings (Nazarieh et al., 2022). Considering this, it can be said that this research highlights the multifaceted benefits of teaching listening skills in Arabic as a foreign language. These benefits include improved vocabulary and grammar, increased motivation, and use of innovative methods to cater to diverse learning needs. These studies suggest that a combination of traditional and modern pedagogical approaches can enhance listening skills, which are crucial for overall language proficiency.

### **Features of teaching reading skills in Arabic as a foreign language**

The teaching of reading skills in Arabic as a Foreign Language (AFL) encompasses various features, including the development of strategies for effective comprehension, assessment of text readability, and explicit training of decoding skills. In Malaysia, AFL learners face challenges in reading Arabic texts, necessitating the design of principles for strategic reading to enhance comprehension and independence in dealing with Arabic texts (Hassan, 2020). Similarly, the

readability of texts is crucial, and tools such as frequency dictionaries can aid in selecting appropriate materials for learners at different proficiency levels (Nassiri et al., 2018). Contradictions arise in the context of the Arabic writing system, which pose significant obstacles to AFL learners, particularly in the establishment of automatic word recognition. This suggests the need for more explicit training in decoding skills to facilitate progression beyond the intermediate level (Hansen, 2010). Moreover, the historical and sociopolitical context of the Arab world has influenced the development of Teaching Arabic as a Foreign Language (TAFL), highlighting the importance of considering cultural and contextual factors in teaching methodologies (Facchin, 2019). The effective teaching of reading skills in AFL requires a multifaceted approach that includes strategic reading principles, readability assessments, and explicit decoding training. Additionally, consideration of cultural and contextual influences is essential for a comprehensive understanding of TAFL. These features collectively contribute to the development of proficient reading skills among AFL learners. However, it is important to note that the effectiveness of these features may vary depending on the individual learner's background and learning style and that additional support and practice may be necessary for some learners to fully develop their reading skills in AFL. For instance, learners who have a strong foundation in visual learning may find it easier to comprehend AFL texts with the help of features such as illustrations and diagrams, whereas learners who prefer auditory learning may benefit more from features such as audio narration or pronunciation guides.

Studies have identified various obstacles such as learners' poor comprehension and lack of reading strategies (Hassan, 2020), difficulties in language production and understanding speech at the initial

stages of learning (Mustaufir et al., 2018), and the scarcity of Arabic language resources in foreign countries (Samah et al., 2016). Additionally, learners' attitudes and beliefs about the language can affect their performance, with some holding unrealistic beliefs despite overall positive attitudes (Jusoh & Abdullah, 2020). Interestingly, while some learners struggle because of these challenges, others achieve fluency by employing effective learning strategies, such as gathering, enhancing, and applying new vocabulary and sentence structures using Arabic materials and language activities (Samah et al., 2016). This suggests that while challenges exist, they can be overcome with appropriate approaches and resources. Consequently, teaching reading skills in Arabic as a foreign language involves addressing issues related to comprehension, strategy use, resource availability, and learners' beliefs. Effective strategies identified by successful learners can serve as guidelines for others (Samah et al., 2016), and understanding learners' attitudes towards the language is crucial for pedagogical development (Jusoh & Abdullah, 2020). Addressing these challenges is essential for improving Arabic language acquisition and proficiency among foreign language learners. While addressing these challenges is crucial for enhancing Arabic language acquisition and proficiency, it is also important to consider the role of individual motivation and learning strategies in the language learning process. A potential counterargument is that some learners may be naturally more inclined towards language learning and may not require as much support or intervention to overcome challenges. For instance, a learner who has had extensive exposure to a particular language through family or cultural background may have an easier time picking up new vocabulary and grammar rules than someone with no prior exposure.

Teaching reading skills in Arabic as a foreign

language has several advantages. First, it equips learners with the ability to comprehend Arabic text, which is essential for effective communication and cultural understanding (Hassan, 2020). Additionally, the Ummi method, which applies the native language approach to teaching Arabic, has been shown to significantly improve reading skills, suggesting that leveraging native language literacy can be beneficial in learning Arabic (Yuliana et al., 2024). Furthermore, the transfer of knowledge and skills from the native language to the second language can enhance the learning process, as demonstrated by the positive impact of native language literacy on second language literacy development (Ibrahim, 2024). However, interesting contradictions exist in the context of Arabic language teaching. For instance, diglossia in Arabic, which is the linguistic distance between Standard Arabic and the vernacular, poses challenges to literacy acquisition. This suggests that a Mother Tongue-Based education approach, in which the vernacular is used initially, may be more effective for teaching literacy before transitioning to Standard Arabic (Shendy, 2022). Moreover, the use of Arabic grammatical and phonetic concepts in teaching English highlights the interlingual advantages that can be gained from a deep understanding of Arabic language structures (Ibrahim, 2024). Thus, teaching reading skills in Arabic as a foreign language can be advantageous when incorporating strategies that leverage learners' native language literacy and acknowledge the unique linguistic features of Arabic. The success of the Ummi method (Yuliana et al., 2024) and the potential for cross-linguistic transfer of skills (Ibrahim, 2024) support the effectiveness of such approaches. However, the challenges posed by Arabic diglossia must be addressed through pedagogical adaptations, such as Mother Tongue-Based education (Shendy, 2022), to ensure a solid foundation for literacy development in Arabic. For instance, one effective

pedagogical adaptation for teaching Arabic is the use of authentic materials, such as news articles or online content, which reflect both Modern Standard Arabic and the local dialect, allowing learners to gradually develop their proficiency in both forms of the language.

### **Assessment of the receptive skills in teaching Arabic as a foreign language**

The assessment of receptive skills, specifically listening and reading, when teaching Arabic as a foreign language is a critical area of focus in educational research. Sofa et al. (2023) emphasizes the need for an authentic assessment that positions receptive skills within the assessment of skills, rather than merely knowledge, suggesting the use of projects, interviews, or assignments tailored to the theme of the text being read or heard. Yudhiantara and Syihabuddin (2023) supports this by highlighting the efficacy of Extensive Listening (EL) in enhancing vocabulary and grammar acquisition, and the positive student perceptions of its benefits for language learning. Contradictorily, while Sofa et al. (2023) called for authentic assessments, Bn (2022) presented a more traditional approach, using audio and oral tests to measure the correlation between listening and speaking skills. This suggests a diversity of methods for assessing receptive skills, with some researchers advocating for innovative assessments, while others rely on established testing formats. Consequently, the literature presents a consensus on the importance of assessing receptive skills in teaching Arabic as a foreign language, but there are variations in the recommended methods. Authentic assessments have been proposed to better reflect students' skills in real-world contexts (Sofa et al., 2023), while empirical studies have demonstrated the benefits of specific pedagogical approaches such as EL (Yudhiantara & Syihabuddin, 2023). The research collectively underscores the need for

effective assessment strategies aligned with the goal of developing proficient language learners in Arabic. Despite the importance of effective assessment strategies in developing proficient Arabic language learners, it is essential to acknowledge that there are limitations to what these strategies can achieve. Although they can provide valuable insights into a learner's strengths and weaknesses, they cannot replace the role of human teachers in providing personalized support and guidance. It is therefore crucial to strike a balance between the use of assessment strategies and human touch in language teaching and learning. For instance, instructors can use technology to enhance their learning experience, while still providing personalized feedback and support to students.

Regarding the challenges in this area, Sofa et al. (2023) highlight that receptive skills, such as listening and reading, are often incorrectly assessed within the realm of knowledge rather than as language skills. This misalignment suggests the need for authentic assessments that can appropriately evaluate these skills, incorporating tasks such as projects and interviews that reflect the use of language in practical contexts (Sofa et al., 2023). Interestingly, while Sofa et al. (2023) emphasizes the need for skill-based assessment, Abdelbaset and Jabari (2020) discusses the attempts to standardize language proficiency tests, which include assessing receptive skills among non-native speakers. This indicates the importance of accurate assessment methods, but also points to the complexity of developing standardized tests that can cater to diverse learner profiles (Abdelbaset & Jabari, 2020). Overall, the literature suggests that the assessment of receptive skills in Arabic language teaching to non-native speakers is fraught with challenges, primarily due to the misclassification of these skills and lack of standardized testing methods. To improve the assessment of receptive skills, there is

a call for authentic assessment strategies that reflect real-world language use and the development of standardized tests that are sensitive to learner variability. Despite the importance of authentic assessment strategies, some argue that standardized tests remain a valuable tool for measuring receptive skills as they provide a consistent and reliable assessment of language proficiency. For instance, standardized tests can be useful for comparing the language proficiency of large groups of students, such as those in schools or districts. This can help educators identify areas in which students may need additional support or resources to improve their language skills.

### **CONCLUSION**

In conclusion, the process of acquiring foreign languages depends primarily on receptive skills, particularly reading and listening comprehension. This is supported by research suggesting that reading proficiency is essential for enhancing other language skills, while listening comprehension is the key to foreign language learning through the use of Information and Communication Technology and various activities. The development of receptive skills can be affected by a range of factors such as specific learning disorders, auditory functioning, instructional materials, short-term memory capacity, and vocabulary knowledge. Consequently, it is crucial to implement targeted strategies and resources that consider individual learner characteristics and prior language experiences to improve learners' receptive skills in foreign-language contexts. This is highlighted in the literature as a critical aspect of foreign language learning.

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