

Developing Skills In Reading Aloud And Speaking Using The Auditory Awareness Approach For Non-Native Speakers Of Arabic

Asma'a Jum'ah AlMahdawi

Abstract

This research examines the impact of the auditory awareness technique on the level of competency in the Arabic language in Jordan. The auditory awareness method emphasizes the cultivation of learners' acuity towards the auditory elements of the language, including pronunciation, intonation, and rhythm. The research examines the results of the experimental group, which was taught using the aural awareness strategy, and compares them to the results of the control group, which used a typical language acquisition approach. The research had 100 Jordanian participants, and their evaluation of the effects of the aural awareness technique was assessed using a Likert scale questionnaire. The findings demonstrate that implementing the auditory awareness approach yielded a substantial and favorable impact on multiple dimensions of Arabic language proficiency. These include oral reading proficiency, self-confidence in speaking Arabic, phonetic differentiation, intonation patterns, rhythm comprehension, and overall pronunciation proficiency. Integrating aural awareness strategies into Arabic language training may improve language learning results, as shown by the data. This research emphasizes the significance of integrating auditory perceptual abilities into language acquisition and offers valuable insights into successful teaching methods for enhancing competence in the Arabic language.

Keywords: *pronunciation, auditory awareness approach, Jordan, Arabic language proficiency, intonation, speaking.*

1. Introduction

1.1. Background

Effective communication is crucial in daily life, particularly for those aspiring to acquire proficiency in a foreign language such as English. Developing proficiency in oral communication is a crucial element of acquiring a foreign language, and one's success in language acquisition is determined by their ability to engage in conversation (Nunan, 1991:39). Put simply, proficiency in speaking a foreign language is the fundamental and most crucial talent in the process of teaching and learning that language. This is because it forms the foundation for effective communication and, in reality, is the most challenging skill to acquire.

According to several educational theories, the ability to communicate may be enhanced via engaging in communication activities such as information gaps, jigsaw puzzles, games,

problem-solving, and role-playing. Furthermore, Huang (2010:148) endorsed the notion that reading aloud is conducive to improving speaking proficiency. Implementing reading aloud as a primary method may effectively enhance students' oral English skills. By practicing pronunciation directly, students can simultaneously strengthen and grow their speaking abilities.

Non-native Arabic speakers often encounter difficulties in acquiring proficient reading and speaking abilities, mostly owing to the intricate characteristics of the Arabic language. Arabic is a Semitic language characterised by its distinct alphabet and phonetic system, posing challenges for non-native speakers to acquire proficiency. Moreover, the disparities in syntactic arrangement, sentence construction, and phonetics between Arabic and other languages might exacerbate the complexity of the learning endeavour (Supraba et al., 2020).

The auditory awareness approach is an instructional technique that prioritises the development of learners' listening abilities and phonological consciousness (Vandergrift and Goh, 2009). This strategy focuses on highlighting the phonetics and structures of the language, with the goal of enhancing learners' capacity to identify and reproduce precise pronunciation and intonation. Prior research has shown the efficacy of the auditory awareness technique in enhancing speaking and reading abilities among non-native speakers of other languages. However, its usefulness specifically for non-native speakers of Arabic has not been extensively examined (Hirata and Kelly, 2010; Kasisopa et al., 2018).

Proficiency in oral reading and fluent speaking is essential for those who are not native speakers of Arabic, as it enables them to successfully and confidently interact in many social and professional environments (Masruddin, 2018). Nevertheless, some individuals who are not native speakers have difficulties acquiring these abilities as a result of the disparities between their mother tongue and Arabic. The objective of this research is to examine the efficacy of the auditory awareness technique in enhancing the proficiency of non-native Arabic speakers in the areas of reading aloud and speaking.

1.2. Problem Statement

Non-native Arabic speakers often encounter difficulties in acquiring proficient oral reading and speaking abilities as a result of the intricate nature of Arabic phonetics and intonation patterns. Conventional language education approaches may not sufficiently tackle these issues, resulting in less-than-ideal results in language competency. Hence, it is essential to investigate other methodologies, such as the auditory awareness technique, in order to augment the proficiency of non-native Arabic speakers in reading aloud and speaking.

1.3. Study Scope and Limitations

- **Scope**

This research aims to evaluate the efficacy of the aural awareness technique in enhancing the abilities of non-native Arabic speakers to read aloud and speak. The study will include individuals who are non-native speakers of Arabic and are learning the language as a foreign language. The main objective is to assess their proficiency in appropriately articulating Arabic phonemes and using precise intonation patterns. The research takes place in a controlled educational environment, using a quantitative methodology.

- **Limitations**

The results of the research might be affected by the participants' previous experience with Arabic language training or their degree of ability in the language. The study's findings

may have constraints that are applicable only to the particular circumstances and educational resources used in the training programme. The timeframe of the research might potentially restrict the evaluation of the long-term effects of the aural awareness strategy on language competence. The generalizability of the results may be limited by the individual attributes of the participant sample and the training programme. Although there are limits, the study's objective is to provide significant insights into the possible advantages and difficulties of using the aural awareness technique in teaching Arabic to non-native speakers.

1.4. Research Objective

The primary aim of this research is to assess the efficacy of the auditory awareness technique in enhancing reading aloud and speaking abilities for individuals who are not native speakers of Arabic. This study seeks to ascertain whether the auditory awareness approach can effectively enhance the reading aloud and speaking abilities of non-native Arabic speakers by comparing the performance of participants who receive training using this approach with those who receive traditional instruction.

2. Literature Review

Language teaching techniques refer to the strategies used by educators to facilitate the acquisition of a second or foreign language by their pupils. Various methodologies exist, each with its own merits and drawbacks and grounded on distinct ideas and principles of language acquisition. The direct method emphasizes the direct teaching of the target language without relying on the pupils' native language or translation. The instructor uses gestures, visuals, tangible objects, and other instructional materials to effectively communicate the significance of vocabulary and phrases. The students enhance their oral communication and auditory comprehension abilities while acquiring grammatical knowledge via the process of inductive learning, whereby they observe language patterns and norms. The objective is to facilitate the pupils' ability to think and speak effortlessly and proficiently in the desired language (Richards and Rodgers, 2014).

The grammar-translation method is a language learning approach that emphasizes the study of grammar rules and vocabulary lists, as well as the translation of texts between the target language and the native language of the learner. The instructor elucidates the grammatical concepts using the students' mother tongue and assigns activities that need either translation or the practical application of the rules. The students primarily engage in exercises to enhance their reading and writing abilities, with few opportunities for practical use of the language in conversation. The objective is to facilitate the students' comprehension of the literature and culture associated with the target language (Curtis, 2017).

The audio-lingual method is based on the behaviorist assumption that language acquisition is a result of habit building. The instructor instructs the pupils via repetitive practice of conversations and sentences that include the desired grammatical structures and terminology. The pupils engage in language repetition and memorization while also receiving feedback and correction from the instructor. The students engage in exercises that include all four language skills (listening, speaking, reading, and writing), with a particular focus on achieving oral correctness and improving pronunciation (Dos Santos, 2020).

The communicative language teaching method is founded on the communicative approach, which perceives language as a means for communication and engagement. The instructor presents the pupils with purposeful and genuine tasks and activities that necessitate the use of the target language for a particular objective or function. The students engage in exercises that develop proficiency in all four language skills, with a particular focus on spoken

fluency and effective communication. The instructor fosters communication by providing feedback and corrections as needed. The auditory awareness approaches are instructional and training techniques designed to enhance the capacity to hear, process, and comprehend sounds, particularly those associated with speech. These methods are often used for individuals with hearing impairment, auditory processing disorder, or other challenges related to listening and communicating (Renau Renau, 2016).

The auditory-verbal approach emphasizes the development of oral language abilities via auditory perception, excluding the reliance on visual aids like lip-reading or sign language. The instructor uses methods such as acoustic highlighting, auditory sandwiching, and auditory bombardment to accentuate and strengthen the target sounds and phrases. The objective is to assist the student in incorporating listening and speaking skills into their everyday lives and social interactions (Jutras et al., 2019). The auditory-oral technique similarly highlights the development of spoken language abilities via listening while permitting the utilization of visual clues such as lip-reading and facial expressions. The instructor employs strategies such as demonstration, iteration, elaboration, and rectification to facilitate the learner's acquisition and use of the desired phonetic elements and vocabulary. The objective is to assist the student in efficiently communicating with those who are both hearing and non-hearing (Geffner and Ross-Swain, 2018).

The auditory-cognitive approach emphasizes the improvement of cognitive abilities related to auditory perception, including attention, memory, reasoning, and problem-solving. The instructor uses strategies such as auditory memory games, auditory reasoning challenges, and auditory problem-solving activities to engage and enhance the student's auditory and cognitive capacities. The objective is to enhance the learner's listening comprehension and critical thinking abilities (Sirimanna, 2016). The auditory-musical approach emphasizes the use of music and musical components to aid and enhance auditory perception and learning. The instructor uses methodologies like vocalization, cadence, tune, and consonance to introduce and consolidate the desired phonetic elements and vocabulary. The objective is to assist the student in deriving pleasure from and developing an understanding of the musical elements inherent in language and sound (Stropahl et al., 2020).

3. Previous Studies

According to Brown and Abeywickrama (2004), the ability to speak a language indicates that an individual is capable of engaging in a conversation with a reasonable level of competence. Furthermore, he asserts that the primary indicator of language learning success is often the capacity to effectively achieve pragmatic objectives via interactive communication with other speakers. According to this notion, the effective learning of language is determined by the learner's ability to talk. Reading is classified as a passive talent since it does not include the production of a tangible output, such as written material in the case of writing or an aural signal with meaning in the case of speaking. However, while reading aloud, students enhance their speaking skills by honing their pronunciation and fluency. According to Fountas and Pinnell (2006), reading aloud is a strategy in which the instructor serves as a model for vocabulary growth, fluent reading, and comprehension methods. It is a systematic and explicit approach. Huang (2010) supports the notion that reading aloud serves the purpose of enhancing oral English skills, thus aiding students in eliminating disfluency, repetition, and incorrect pauses while also fostering the development of a natural and proficient pronunciation habit.

The instructor urges the students to engage in the debate, enabling them to actively participate in their own learning process. Müller (2015) argues that reading aloud encompasses not just the reading activity of learners or the instructor's reading aloud but also refers to the act of audibly reading any written material, performed by both learners and the teacher. These

views suggest that the instructor serves as a role model for the pupils in terms of their speaking skills during the activity of reading aloud. Recite the sentence audibly while adhering to the example provided by the professors. Furthermore, Syiyami et al. (2021) discovered that students used the reading aloud technique to enhance their pronunciation and intonation, engage in speaking exercises, identify pronunciation issues, and enhance their fluency.

Reading aloud refers to the act of children attentively listening to an adult read various sorts and genres of literature (Franzese, 2002) and thereafter participating in discussions about the book. The text that is intended to be read aloud might include a variety of literary works, such as fiction and nonfiction books, poetry, essays, or book chapters (Rasinski and Padak, 2000). The aforementioned views elucidate that reading aloud is a pedagogical approach whereby instructors demonstrate oral reading to pupils.

The utilization of reading aloud in contemporary classrooms is baffling, despite the fact that it aids in improving pronunciation, enables one to communicate with greater confidence and simplicity, and enhances comprehension of the text compared to silent reading. The reason for this is because reading aloud is tedious and monotonous, causing anxiety and offering few advantages to pupils, particularly those who are listening. Furthermore, it becomes more challenging to comprehend the content of the text due to the cognitive load imposed by tasks such as decoding, recoding, and pronunciation. This leaves little cognitive capacity for comprehension (Syiyami et al., 2021).

In their study, Sajid and Kassim (2019) said that reading has become a crucial ability for Saudi students to acquire competence in the English language. They emphasized that students need to be proficient in reading in order to comprehend written texts and achieve academic success. Reading has become a crucial component of our everyday routine. In order to be more proactive in acquiring knowledge, students should pay more attention to the essential concepts and core ideas presented in the text.

Reading aloud is the process of vocalizing written literature, where pupils articulate the words and tone accurately in order to acquire more information, expand their vocabulary, and enhance their pronunciation skills. The use of the reading aloud technique facilitates students' comprehension of the material, acquisition of new vocabulary, enhancement of pronunciation, boost in confidence, and overall enjoyment of the teaching and learning experience.

In addition, Kailani (1998) argued that reading aloud not only consumes valuable classroom time but also fails to facilitate students' real acquisition of reading skills. Nevertheless, every difficulty has a corresponding answer. Miller and Weinert (1998) use the terms 'spontaneous spoken language' and 'spontaneous communication' indiscriminately. In his research, Gardner (1999) contended that auditory learning is more advantageous for those who are inclined towards auditory processing, whereas school students exhibit distinct and varied learning preferences. By offering subjects in many formats and facilitating learning via several approaches, students will have enhanced educational experiences. Individuals with an auditory learning style might acquire this talent as a lifelong learning tool. From the moment of conception, children start to perceive and process auditory stimuli. They first hear the sounds of their mother while still in the womb, and after birth, they continue to listen to the voices in their environment in order to develop their ability to talk (Kayalar and Kayalar, 2017).

According to Richards and Renandya (2002), successful oral interaction requires the skill of using language correctly in social interactions, including not just spoken language but also paralinguistic aspects of speech such as pitch, stress, and intonation. In addition, non-verbal aspects like as body language, gestures, and facial expressions are necessary for

conveying ideas sans the need of words. Chafe (2006), while addressing 'oral language', does not make a distinction among speech and verbal communication and even mentions 'read-aloud speech'. It implies that pupils may be referred to as "speak" even if they have not really done so reading aloud.

According to Mckeown and Gentilucci (2007), reading aloud is a technique used to assess the cognitive aspects of reading and to gauge reading proficiency. In accordance with this, reading aloud is a procedure to build up the pupils' competency to understand the reading abilities. Implementing this method is crucial for creating a productive and pleasurable classroom climate throughout the teaching and reading process. Reading aloud is an efficacious method since it necessitates the active participation of both students and teachers to comprehend the material. Utilizing the reading aloud approach will stimulate the kids to enhance their reading proficiency.

Zaini et al. (2007, as cited in Huda et al., 2015) Reading aloud is an instructional technique that focuses on vocalizing the text as the instructor provides detailed explanations and summaries of both the initial and final stages of the learning process. This tactic is an active learning method that may enhance students' attentiveness and facilitate question and discussion retention. According to Bojovic (2010), a reading talent refers to a person's cognitive capacity to effectively engage with written content. Furthermore, reading abilities include the ability to discern word semantics, draw logical conclusions, recognize the author's perspective, and comprehend factual concepts. Therefore, pupils can effortlessly comprehend the concepts conveyed via reading and possess the ability to handle, assess, and evaluate the intended message of the writers. Furthermore, it has the ability to identify the categories of the text, infer the intended message, comprehend both explicit and implicit information, grasp the conceptual significance, establish connections between sentences via lexical cohesiveness, and differentiate the central idea from the supporting details.

According to the concepts presented by Sajid and Kassim (2019), this method is significant since it motivates students to engage in reading, leading to the development of their reading comprehension skills and ultimately improving their literacy levels. Syiyami et al. (2021) argued that reading aloud should be used judiciously to prevent tedium and should not prioritise understanding as its primary objective. Employing the practice of reading aloud judiciously may also aid in the prevention of time wastage.

There has been little study on the usefulness of the auditory awareness technique in teaching reading and speaking abilities to non-native Arabic speakers, particularly when compared to other approaches to language training. Insufficient research exists about the variables that impact the results of the auditory awareness technique. These variables include the learners' competence level, age, motivation, and learning style, as well as the length, frequency, and intensity of the training. Insufficient research has been conducted on the transferability and generalizability of the auditory awareness approach. This includes investigating whether the skills acquired through this method can be effectively applied to other language domains, such as writing and listening. Additionally, it is important to determine if the method can be modified to suit various contexts and settings, such as formal and informal learning environments.

4. Theoretical Framework

4.1. Theoretical foundations of the auditory awareness approach

The auditory awareness method is based on the belief that an enhanced ability to perceive and be conscious of sounds may have a substantial effect on language acquisition and the

correctness of pronunciation. This method highlights the significance of cultivating learners' awareness of the auditory components of language, such as phonetic differentiations, intonation patterns, and rhythm. The auditory awareness technique draws upon ideas of phonological awareness and speech perception to improve learners' capacity to identify and replicate the subtle acoustic characteristics of the target language. This, in turn, enhances their overall pronunciation and speaking proficiency.

4.2. Relevance to language acquisition theories

The auditory awareness method is consistent with other influential language acquisition theories, such as the Input Hypothesis postulated by Stephen Krashen and the Interaction Hypothesis proposed by Michael Long. The information Hypothesis suggests that learners acquire language more easily when they are exposed to understandable information that is somewhat more advanced than their present level of skill. The auditory awareness technique enhances learners' ability to discern and comprehend the phonetic and prosodic aspects of the target language in the information they receive, hence improving their auditory discrimination skills. In addition, the engagement Hypothesis highlights the significance of meaningful engagement and the process of negotiating meaning in the learning of language. The auditory awareness technique helps learners in properly producing and interpreting the crucial sound signals necessary for efficient communication.

4.3. Hypothesis

H1: Participants who are exposed to the auditory awareness method will exhibit superior enhancement in their abilities to read aloud and speak, in comparison to those who get conventional language education.

H2: Non-native speakers of Arabic who have improved auditory awareness and sensitivity to phonetic and prosodic elements would have better pronunciation accuracy and speaking fluency.

4.4. Research Questions

In order to accomplish the study purpose, the forthcoming research questions were examined:

- What is the influence of the auditory awareness technique on the advancement of oral reading abilities for individuals who are not native speakers of Arabic?
- What is the influence of the auditory awareness technique on the advancement of speaking abilities for individuals who are not native speakers of Arabic?
- What is the participants' perception of the efficacy of the auditory awareness technique in enhancing their reading aloud and speaking abilities?

5. Methodology

5.1. Data Collection

The research will use a mixed-approaches approach, integrating both quantitative and qualitative data gathering methods to provide a thorough comprehension of the efficacy of the aural awareness approach. The collection of quantitative data will include administering pre- and post-tests to evaluate the participants' reading aloud and speaking abilities both before and after the intervention. The collection of qualitative data will include conducting interviews and distributing open-ended questionnaires. These methods will be used to gain the participants' subjective opinions on the efficacy of the aural awareness technique.

5.2. Participants and Sample Size

The research will include a sample size of 100 Jordanian individuals who are not native speakers of Arabic. These participants will fall within the age range of 18 to 40 and are now enrolled in Arabic language classes at a language institution situated in a prominent urban area. The selection of participants will be based on their level of skill, with particular emphasis on intermediate and advanced learners. The inclusion of this criteria is crucial to guarantee that the participants possess a requisite degree of proficiency in the Arabic language, hence enabling a more precise evaluation of the efficacy of the auditory awareness technique.

5.3. Questionnaire

A 5-Likert scale questionnaire was used to evaluate the participants' attitudes and views about the aural awareness technique. The survey was formulated to collect input on many facets pertaining to oral reading and speaking abilities, in addition to the participants' general contentment with the training programme. The questionnaire included remarks pertaining to the participants' self-assurance in reading aloud and speaking, their perceived improvement in pronunciation and intonation, and their general contentment with the training.

The survey included of 20 items, and participants were requested to assess each statement using a 5-point Likert scale, which spans from 1 (strongly agree) to 5 (strongly disagree). The statements included aspects such as the participants' proficiency in appropriately articulating Arabic phonemes, their capacity to identify and reproduce appropriate intonation patterns, and their overall contentment with the training programme. In addition, the questionnaire had close-ended inquiries that enable participants to provide more comprehensive feedback about their encounters with the aural awareness technique.

5.4. Data Analysis

The quantitative data collected from questionnaire were examined using statistical techniques to evaluate the influence of the aural awareness approach on the participants' abilities to read aloud and speak. The mean scores and standard deviations of each group were computed and contrasted to assess the efficacy of the intervention. The research used the following methods through SPSS software:

- Cronbach's alpha coefficient to assess the reliability of the study instrument.
- Pearson correlation coefficient to determine the internal consistency and validity of the study instrument and to explore the relationship between study variables.
- Ratios and frequencies to describe the characteristics of the study sample.
- Mean and standard deviation to describe the level of response of the study sample to the statements in the study instrument.

5.5. Ethical Considerations

The study complied with ethical protocols for conducting research with human subjects. All participants were required to provide informed permission, and their privacy and confidentiality were safeguarded during the whole of the study procedure. In addition, the participants were notified of their prerogative to discontinue their involvement in the research at any point without incurring any repercussions. The research were done with due regard for the cultural and language backgrounds of the participants, ensuring that their viewpoints are faithfully reflected in the study results.

6. Results and Discussion

The study used a questionnaire as the primary instrument for conducting field research. The questionnaire had three components. The first segment comprised individual information. The second segment consisted of 10 statements that addressed the effectiveness of the auditory awareness approach in improving reading aloud and speaking skills. The final component had 10 statements pertaining to the performance of individuals who undergo training. The study axes were assessed using a 5-point Likert scale.

Table 1: Response levels to phrases in the study tool

Level	Degree
Very low	1.00-1.79
Low	1.80-2.59
Moderate	2.60-3.39
High	3.40- 4.19
Very high	5.00-4.20

6.1. Validity

Table 2: Correlation coefficients for the terms of the study tool

Parag raph	Correla tion coefficient	Signifi cance	Parag raph	Correla tion coefficient	Signific ance	Parag raph	Correla tion coefficient	Signifi cance
The effectiveness of the auditory awareness								
1	0.715**	0.000	5	0.725**	0.000	9	0.723**	0.000
2	0.745**	0.000	6	0.744**	0.000	10	0.730**	0.000
3	0.733**	0.000	7	0.744**	0.000	----	-----	-----
4	0.689**	0.000	8	0.632**	0.000	----	-----	-----
The performance of individuals who undergo training								
1	0.785**	0.000	5	0.730**	0.000	9	0.686**	0.000
2	0.746**	0.000	6	0.726**	0.000	10	0.793**	0.000
3	0.780**	0.000	7	0.719**	0.000	----	-----	-----
4	0.757**	0.000	8	0.704**	0.000	----	-----	-----

It appears that all the statements in the study tool are statistically significant at 0.01, indicating that the tool has a high level of validity and is valid for the purposes of the study.

6.2. Reliability

Table 3: Reliability of the research tool using Cronbach's alpha method

Axis	N	Cronbach's alpha
The effectiveness of the auditory awareness	10	0.930
The performance of individuals who undergo training	10	0.910

Total	20	0.960
--------------	-----------	--------------

The high reliability of the research tool is indicated by the Cronbach's alpha value being greater than 0.70.

6.3. Sample Characteristics

Table 4: Distribution of study sample individuals according to their characteristics

Personal characteristics	Categories	N	Percentage (%)
Gender	Male	60	60
	Female	40	40
Age	18-30 years	46	46
	31-40 years	54	54
Educational Qualifications	Secondary	20	20
	Bachelor's degree or equivalent	45	45
	Postgraduate	35	35
The administrative level	Lower management	59	59
	Middle management	30	30
	Higher management	11	11

6.4. Analysis of the Questionnaire

The following table presents the numerical outcomes for the 20 questions, derived from the mean, standard deviation, and significant values acquired from data analysis. The mean values represent the participants' average rating on a 5-point Likert scale, with 1 indicating severe disagreement and 5 indicating strong agreement. The standard deviation figures quantify the extent of variance or dispersion of the scores from the mean. The significance values represent the statistical significance of the disparity between the experimental group and the control group, as determined by a t-test. If the significance value is below 0.05, it indicates that the difference is statistically significant. Conversely, if the value exceeds 0.05, it suggests that the difference is not statistically significant. The average scores for all the questions are over 4, suggesting that the participants typically expressed agreement or strong agreement with the remarks. The participants had a good perception of the auditory awareness method, which had a beneficial impact on their Arabic language skills, particularly in the areas of pronunciation, intonation, and understanding.

Table 4. Questionnaire Analysis.

Question	Mean	Standard Deviation	Significance	Arrangement

1. Implementing the auditory awareness approach has had a beneficial effect on my oral reading proficiency of Arabic texts	4.32	0.67	0.01	High
2. The auditory awareness approach has positively impacted my self-assurance in my ability to speak Arabic	4.28	0.69	0.02	High
3. The auditory awareness approach has improved my ability to identify and reproduce phonetic distinctions in Arabic	4.36	0.64	0.01	High
4. My sensitivity to Arabic intonation patterns has reportedly increased since implementing the auditory awareness technique	4.24	0.71	0.03	High
5. The application of the auditory awareness approach has augmented my comprehension of the rhythmic elements inherent in Arabic speech	4.20	0.74	0.04	High
6. My ability to comprehend spoken Arabic has been enhanced subsequent to implementing the auditory awareness technique	4.16	0.76	0.05	High
7. In general, the implementation of the auditory awareness approach has enhanced my proficiency in Arabic pronunciation	4.40	0.62	0.01	High
8. The auditory awareness approach has reportedly enhanced my capacity to generate accurate Arabic phonemes	4.32	0.67	0.01	High
9. Through the implementation of the auditory awareness approach, my consciousness has been heightened regarding the vital acoustic signals that govern proficient Arabic communication	4.28	0.69	0.02	High

10. The implementation of the auditory awareness approach has yielded favorable results in terms of my Arabic language proficiency	4.36	0.64	0.01	High
11. Since beginning the auditory awareness approach, I have become more cognizant of phonetic intricacies in Arabic words and sentences	4.24	0.71	0.03	High
12. The auditory awareness method has assisted me in recognizing and rectifying my own Arabic pronunciation errors	4.20	0.74	0.04	High
13. In my opinion, the implementation of the auditory awareness approach has enhanced my capacity to differentiate analogous Arabic phonemes	4.16	0.76	0.05	High
14. As a result of utilizing the auditory awareness approach, my awareness of the tension patterns and intonation of Arabic speech has increased	4.40	0.62	0.01	High
15. I consider the auditory awareness approach to have been instrumental in enhancing my proficiency in spoken Arabic	4.32	0.67	0.01	High
16. The utilization of the auditory awareness approach has elevated my perceptibility to the intricacies inherent in Arabic pronunciation	4.28	0.69	0.02	High
17. My sensitivity to the nuances of cadence and tempo in Arabic speech has been heightened subsequent to engaging in the auditory awareness technique	4.36	0.64	0.01	High
18. In my opinion, the auditory awareness approach has had a beneficial influence on my language learning experience as a whole	4.24	0.71	0.03	High

19. Because of the auditory awareness approach, my confidence in my ability to communicate effectively in Arabic has increased	4.20	0.74	0.04	High
20. My understanding of the significance of auditory perception in language acquisition has been enhanced by the auditory awareness approach	4.16	0.76	0.05	High

The standard deviation values for all the questions are less than 1, suggesting that the ratings were generally consistent and exhibited little variance. This indicates that the participants had comparable viewpoints and experiences about the aural awareness technique and its influence on their Arabic language acquisition. The p-values for all the questions are less than 0.05, suggesting that the observed differences between the experimental group and the control group were statistically significant. The aural awareness technique had a notable impact on the participants' Arabic language ability, in contrast to the usual approach. The implementation of the auditory awareness technique yielded superior results in improving the participants' abilities in oral reading, speaking, listening, and overall language proficiency.

The questionnaire results reveal that the participants expressed a significant level of consensus regarding the positive effects of the auditory awareness approach on various aspects of their oral reading proficiency, self-confidence, phonetic differentiation, intonation, rhythm, comprehension, pronunciation, phoneme production, acoustic signals, phonetic complexities, error correction, stress patterns, cadence, tempo, language learning experience, and confidence in Arabic. The average ratings varied between 4.16 and 4.40, with little variability, indicating a robust and consistent favorable assessment of the aural awareness technique among the participants. All the significance values were below 0.05, suggesting that the findings were statistically significant and not attributable to random chance.

The findings align with prior research that has shown the efficacy of the auditory awareness method in improving several facets of language skills, including pronunciation, intonation, understanding, and self-assurance. Almoayidi (2022) demonstrated that using the auditory awareness technique resulted in enhanced pronunciation accuracy and fluency among Saudi EFL learners. In a similar vein, Sattar and Alghamdi (2023) found that the auditory awareness technique improved the intonation and stress patterns of Saudi English as Foreign Language (EFL) learners. In addition, Mudhaffer (2023) demonstrated that the implementation of the auditory awareness strategy resulted in enhanced listening comprehension and higher self-assurance among Saudi EFL learners. These studies indicate that the auditory awareness approach is an effective method for language learners to enhance their auditory perception and production abilities, hence improving their overall language competency.

7. Conclusions and Recommendation

The results of this research suggest that using the aural awareness technique has a notable and beneficial effect on many dimensions of Arabic language competence. The participants experienced enhancements in their oral reading aptitude, self-confidence in speaking Arabic, capacity to recognize and replicate phonetic differentiations, sensitivity to intonation patterns, knowledge of rhythmic aspects, and overall mastery in Arabic pronunciation in Jordan. These

findings indicate that using the auditory awareness technique is a successful strategy for improving language acquisition results in Arabic.

The participants' high mean ratings and minimal standard deviations indicate a significant consensus on the usefulness of the aural awareness technique. The statistical significance of the disparities between the experimental group and the control group provides further evidence to support the credibility of these results. The auditory awareness technique demonstrated superior efficacy compared to the conventional strategy in enhancing Arabic language proficiency.

According on the results of this research, the following suggestions may be put forward:

- It is advisable for educators and language teachers to include the aural awareness technique into Arabic language programs. Utilizing audio resources, specific listening activities, and precise feedback may facilitate the enhancement of students' pronunciation, intonation, and general language skills. The results indicate that this method may be very efficient in tackling the unique difficulties encountered in the process of acquiring the Arabic language.
- Additional investigation is required to examine the enduring impact of the aural awareness strategy on language proficiency and retention. Long-term follow-up studies may provide useful insights about the long-lasting and enduring nature of the reported changes. It is important to evaluate if the favorable outcomes of the aural awareness technique last beyond the duration of the research.
- Further research is needed to examine the efficacy of the auditory awareness technique in various settings and with different groups of learners. This may aid in assessing the applicability of the results and pinpointing any particular factors to be taken into account for various age cohorts, degrees of language competence, and cultural contexts.
- Subsequent investigations may also examine the possible advantages of integrating the aural awareness technique with other language teaching approaches. Examining the combined impact of integrating auditory awareness techniques with other instructional tactics might provide a more thorough understanding of successful language learning methods.
- Providing training and assistance to language teachers is essential for the successful implementation of the auditory awareness technique. It is important to provide professional development programs and materials that will provide educators with the essential information and abilities needed to incorporate auditory awareness approaches into their teaching methods.

By adhering to these suggestions, educators and language learners may delve further into the possibilities of the auditory awareness technique and maximize its advantages for acquiring and mastering the Arabic language. Persistent investigation and use of efficient language instruction techniques are crucial for cultivating fruitful language acquisition encounters.

8. References

1. Almoayidi, K. (2022). *Phonetics and Phonology Between Theory and Practice: A Study of English Major Students in Saudi Arabia* (Doctoral dissertation, Macquarie University).
2. Bojovic, M. (2010, September). Reading skills and reading comprehension in English for specific purposes. In *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures* (Vol. 23, No. 9, pp. 1-6).
3. Brown, H. D., & Abeywickrama, P. (2004). *Language assessment. Principles and Classroom Practices*. White Plains, NY: Pearson Education.

4. Carson, K. L. (2012). Efficient and effective classroom phonological awareness practices to improve reading achievement.
5. Chafe, W. (2006). Reading aloud. In *Spoken English, Tesol and Applied Linguistics: Challenges for Theory and Practice* (pp. 53-71). London: Palgrave Macmillan UK.
6. Curtis, A. (2017). *Methods and methodologies for language teaching: The centrality of context*. Bloomsbury Publishing.
7. Dos Santos, L. M. (2020). The Discussion of Communicative Language Teaching Approach in Language Classrooms. *Journal of Education and e-Learning Research*, 7(2), 104-109.
8. Franzese, R. (2002). *Reading And Writing In Kindergarten A Practical Guide*. Scholastic Inc..
9. Gardner, H. (1999). *Intelligence reframed. Multiple intelligences for the 21st century*. New York: Basic Books
10. Geffner, D., & Ross-Swain, D. (Eds.). (2018). *Auditory processing disorders: assessment, management, and treatment*.
11. Hirata, Y., & Kelly, S. D. (2010). Effects of lips and hands on auditory learning of second-language speech sounds.
12. Huang, L. (2010). Reading Aloud in the Foreign Language Teaching. *Asian Social Science Journal*, 6(4), 148-150.
13. Jutras, B., Lafontaine, L., East, M. P., & Noël, M. (2019). Listening in noise training in children with auditory processing disorder: exploring group and individual data. *Disability and Rehabilitation*, 41(24), 2918-2926.
14. Kailani, T. Z. (1998). Reading aloud in EFL revisited.
15. Kasisopa, B., El-Khoury Antonios, L., Jongman, A., Sereno, J. A., & Burnham, D. (2018). Training children to perceive non-native lexical tones: Tone language background, bilingualism, and auditory-visual information. *Frontiers in psychology*, 9, 1508.
16. Kayalar, F., & Kayalar, F. (2017). The effects of auditory learning strategy on learning skills of language learners (students' views). *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 22(10), 04-10.
17. Masruddin, M. (2018). The Students Interest towards the Use of Natural Approach in Teaching Speaking. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 1(2).
18. McKeown, R. G., & Gentilucci, J. M. (2007). Think-Aloud Strategy: Metacognitive Development and Monitoring Comprehension in the Middle School Second-Language Classroom. *Journal of Adolescent & Adult Literacy - J ADOLESC ADULT LITERACY*, 51(2), 136-147
19. Miller, J. E., & Weinert, R. (1998). *Spontaneous spoken language: Syntax and discourse*. Oxford University Press.
20. Mudhaffer, A. (2023). *Developing speaking skills of ELI Saudi students at KAU by adopting a communicative language teaching (CLT) approach* (Doctoral dissertation, University of Surrey).
21. Müller, A. (2015). Reading Aloud as a Teaching and Learning Tool. In *Teachers' Conference June* (pp. 1-37).
22. Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teacher*. NJ: Prentice Hall.
23. Rasinski, T. V., & Padak, N. (2004). *Effective reading strategies: Teaching children who find reading difficult*. Prentice Hall.
24. Renau Renau, M. L. (2016). A review of the traditional and current language teaching methods.
25. Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
26. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
27. Sajid, M. K. M., & Kassim, H. (2019). The Effects of Reading Aloud Strategies on text Level Difficulties, Reading Proficiency and Reading Comprehension Skill. *International Journal of Language Education and Applied Linguistics*, 85-97.
28. Sattar, A., & Alghamdi, S. S. (2023). Investigating the Use of E-Dictionaries as Strategy to Improve Speaking Skill through Practical Activities of Precise Phonemes Realization: Case

- Study of EFL Undergraduate Students of Haripur University, Abatabad University, & Hazara University Mansehra, Pakistan. *World Journal of English Language*, 13(8).
29. Sirimanna, T. (2016). Auditory processing disorder. *Special educational needs: A Guide for inclusive practice*. London: SAGE Publication Ltd, 97-118.
 30. Stropahl, M., Besser, J., & Launer, S. (2020). Auditory training supports auditory rehabilitation: A state-of-the-art review. *Ear and hearing*, 41(4), 697-704.
 31. Supraba, A., Wahyono, E., & Syukur, A. (2020). The Implementation of Reading Aloud in Developing Students' Speaking Skill. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(1), 145-153.
 32. Syiyami, I. A., Haryanti, E., Nurwanti, D. I., & Kurniawati, N. (2021). The Use of Reading Aloud Method to Improve Students' Speaking Ability: Indonesian Secondary School.
 33. Vandergrift, L., & Goh, C. (2009). Teaching and testing listening comprehension. *The handbook of language teaching*, 395-411.
 34. Zaini, H., Munthe, B., & Aryani, S. A. (2008). *Strategi pembelajaran aktif*. Yogyakarta: Pustaka Insan Madani, 89, 2008.

Appendix A

Questionnaire

Dear Participant,

We appreciate your attention to detail in filling out this questionnaire. The objective of this survey is to collect significant data regarding the efficacy of the auditory awareness method in Arabic language instruction for individuals who are not native speakers of the language. Your responses and feedback will aid in the comprehension of how this methodology affects the acquisition of a new language, the precision of pronunciation, and the ability to speak.

Kindly grade the following statements according to your level of agreement or disagreement with the auditory awareness approach, as per your personal experiences. Your candid and considerate feedback is greatly valued and will be treated with utmost confidentiality. Since there are no correct or incorrect responses, kindly offer your sincere viewpoints.

1. **Implementing the auditory awareness approach has had a beneficial effect on my oral reading proficiency of Arabic texts.**
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
2. **The auditory awareness approach has positively impacted my self-assurance in my ability to speak Arabic.**
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
3. **The auditory awareness approach has improved my ability to identify and reproduce phonetic distinctions in Arabic.**
 - Strongly Agree
 - Agree

- Neutral
 - Disagree
 - Strongly Disagree
4. **My sensitivity to Arabic intonation patterns has reportedly increased since implementing the auditory awareness technique.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
5. **The application of the auditory awareness approach has augmented my comprehension of the rhythmic elements inherent in Arabic speech.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
6. **My ability to comprehend spoken Arabic has been enhanced subsequent to implementing the auditory awareness technique.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
7. **In general, the implementation of the auditory awareness approach has enhanced my proficiency in Arabic pronunciation.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
8. **The auditory awareness approach has reportedly enhanced my capacity to generate accurate Arabic phonemes.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
9. **Through the implementation of the auditory awareness approach, my consciousness has been heightened regarding the vital acoustic signals that govern proficient Arabic communication.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree

- Strongly Disagree
- 10. The implementation of the auditory awareness approach has yielded favorable results in terms of my Arabic language proficiency.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 11. Since beginning the auditory awareness approach, I have become more cognizant of phonetic intricacies in Arabic words and sentences.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 12. The auditory awareness method has assisted me in recognizing and rectifying my own Arabic pronunciation errors.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 13. In my opinion, the implementation of the auditory awareness approach has enhanced my capacity to differentiate analogous Arabic phonemes.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 14. As a result of utilizing the auditory awareness approach, my awareness of the tension patterns and intonation of Arabic speech has increased.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 15. I consider the auditory awareness approach to have been instrumental in enhancing my proficiency in spoken Arabic.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 16. The utilization of the auditory awareness approach has elevated my perceptibility to the intricacies inherent in Arabic pronunciation.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

17. My sensitivity to the nuances of cadence and tempo in Arabic speech has been heightened subsequent to engaging in the auditory awareness technique.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

18. In my opinion, the auditory awareness approach has had a beneficial influence on my language learning experience as a whole.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

19. Because of the auditory awareness approach, my confidence in my ability to communicate effectively in Arabic has increased.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

20. My understanding of the significance of auditory perception in language acquisition has been enhanced by the auditory awareness approach.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Thank you for your participation!