



**Enhancing Arabic Reading Proficiency as a Second
Language: Unveiling the Significance of Audiobooks for
Middle School Students**

الكشف عن أهمية الكتب تعزيز كفاءة مهارة القراءة في اللغة العربية كلغة ثانية:
الصوتية لطلاب المدارس الثانوية

by

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of the requirements for the degree of
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DECLARATION

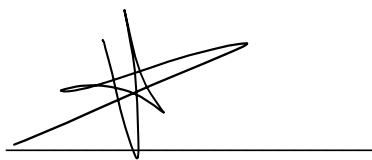
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ABSTRACT

Purpose- The use of digital tools and platforms in language classrooms has become a crucial pedagogical strategy. The integration of technology has significantly changed the landscape of foreign language education, enhancing both teaching and learning experiences. Considering audiobooks as a useful tool in improving reading skills and language acquisition, this study aims to explore the potential benefits and effectiveness of using audiobooks as a tool for learning for non-Arab students in Dubai, as there is a diverse student population including individuals from various cultural and linguistic backgrounds which can present significant challenges. It also discusses the pedagogical philosophy of how teachers and students use this tool, identifies the obstacles to the appropriate use of audiobooks in Middle Schools in Dubai, and lastly, make suggestions about how to get through these obstacles.

Methodology- Both qualitative and quantitative approaches were employed to collect the study's data. Eleven Arabic teachers from different Dubai schools participated in this qualitative study to determine the significance of audiobooks for non-native Arabic speakers enrolled in Dubai middle schools. The quantitative investigation included a questionnaire. 111 parents who have children enrolled in middle schools in Dubai answered the questionnaire that was sent to them. The questionnaire's main objectives are to validate the findings of the interviews and to ascertain the parents' opinions regarding the value and efficacy of audiobooks as a teaching tool among Dubai's non-Arab student population and the potential effects this may have on middle school students' reading skills.

Findings- The analysis of data revealed that the good application of Audiobooks in Dubai schools is yet to be accomplished. Audiobooks have emerged as a promising tool for enhancing reading skills and language acquisition. They provide learners with an immersive

and interactive experience, combining oral and written language comprehension. Audiobooks have been found to improve pronunciation, fluency, and comprehension skills.

Implications- One significant implication is the need to examine the correlation between audiobooks and the curriculum and to raise awareness about it and its importance in the schools. The study also makes some recommendations to integrate cross-curricular connections between the subjects being studied and the language content, thereby enhancing the overall meaningfulness of the learning experience for the students.

Originality/ value- This study provides new insights at both practical and scholarly levels. The findings of this study can provide valuable insights into the effectiveness of audiobooks as a supplementary tool in Arabic language instruction. This can contribute to the development of more comprehensive and innovative teaching approaches that cater to the diverse learning needs of Arabic foreign learners.

Moreover, it can help educators and language instructors make informed decisions regarding the integration of audiobooks into their teaching practices. By understanding the benefits and limitations of audiobooks, instructors can effectively incorporate them into their curriculum, thereby promoting a more engaging and interactive learning environment for Arabic language learners.

Keywords: Arabic reading skills, e-Books, audiobooks

خلاصة البحث

الغرض - ، إن استخدام الأدوات والمنصات الرقمية في فصول اللغة أصبح استراتيجية تربوية حيوية. إن دمج التكنولوجيا قد غير بشكل كبير من ملامح التعليم في مجال تعلم اللغات الأجنبية، مما زاد من تحسين تجارب التدريس والتعلم. ونظرًا لاعتبار الكتب الصوتية أداة مفيدة في تحسين مهارات القراءة واكتساب اللغة تهدف هذه الدراسة إلى استكشاف الفوائد المحتملة وفعالية استخدام الكتب الصوتية كأداة للتعلم لدى الطلاب غير العرب في دبي، نظرًا لتنوع الطلاب الذين ينتمون إلى خلفيات ثقافية ولغوية متنوعة، والتي يمكن أن تشكل تحديات كبيرة. تتناقص الدراسة أيضًا الفلسفة التربوية لكيفية استخدام المعلمين والطلاب لهذه الأداة، وتحدد العقبات التي تواجه الاستخدام السليم للكتب الصوتية في مدارس المرحلة المتوسطة في دبي، وأخيرًا تقدم اقتراحات حول كيفية التغلب على هذه العقبات.

المنهجية - تم استخدام منهجيات نوعية وكمية لجمع بيانات الدراسة. شارك أحد عشر معلمًا للغة العربية الثانية من مدارس مختلفة في دبي في هذه الدراسة النوعية لتحديد أهمية الكتب الصوتية بالنسبة للناطقين باللغة العربية كلغة ثانية والمسلمين في مدارس دبي (المرحلة المتوسطة). وشمل البحث الكمي استخدام استبيان، حيث أجاب 111 ولي أمر أولادهم مسجلين في مدارس مختلفة في دبي على الاستبيان الذي تم إرساله إليهم. الأهداف الرئيسية للاستبيان هي التحقق من نتائج المقابلات واستيضاح آراء أولياء الأمور بخصوص قيمة وفعالية الكتب الصوتية كأداة تعليمية بين طلاب دبي غير الناطقين باللغة العربية والتأثير المحتمل لذلك على مهارات قراءة طلاب المرحلة المتوسطة.

النتائج - كشف تحليل البيانات أن تطبيق الكتب الصوتية في مدارس دبي لا يزال في مراحل مبكرة من التنفيذ. الكتب الصوتية ظهرت كأداة واعدة لتعزيز مهارات القراءة واكتساب اللغة. إذ توفر للمتعلمين تجربة غامرة وتفاعلية تجمع بين فهم اللغة الشفوية والكتابية، علاوة على ذلك فإن الكتب الصوتية تحسن مهارات النطق والطلاقة وفهم المحتوى

الآثار - إحدى الآثار المهمة هي ضرورة دراسة العلاقة بين الكتب الصوتية والمنهج وزيادة الوعي بها وبأهميتها في المدارس. كما تقدم الدراسة بعض التوصيات لدمج ارتباطات بين المناهج الدراسية ومحتوى اللغة، مما يعزز من القيمة الشاملة لتجربة التعلم لدى الطلاب.

الأصالة / القيمة تقدم هذه الدراسة رؤى جديدة على الصعيدين العملي والأكاديمي. يمكن أن تقدم نتائج هذه الدراسة رؤى قيمة حول فعالية الكتب الصوتية كأداة تعليمية إضافية في تعليم اللغة العربية. يمكن أن يساهم ذلك في تطوير نهج تعليمي وبالإضافة إلى ذلك، يمكن .أكثر شمولية وابتكارًا يلبي احتياجات التعلم المتنوعة للمتعلمين الناطقين باللغة العربية الثانية. بالإضافة إلى ذلك يمكن أن تساعد في تمكين المسؤولين ومعلمي اللغة على اتخاذ قرارات مستنيرة بشأن دمج الكتب الصوتية في ممارساتهم التعليمية من خلال فهم الفوائد والقيود المرتبطة بالكتب الصوتية، يمكن للمعلمين دمجها بفعالية في مناهجهم، مما يعزز بيئة تعلم أكثر جاذبية وتفاعلية لمتعلمي اللغة العربية.

الكلمات الرئيسية: مهارات القراءة باللغة العربية، الكتب الإلكترونية، الكتب الصوتية

DEDICATION

To my cherished spouse, **Haytham Nasr**, whose unwavering love has filled my life with happiness and optimism. I appreciate your unwavering faith in me and your unwavering support. Without your unceasing support to follow my inner guidance and achieve my aspirations, no matter how strange they may seem, I never would have imagined that I could take a break from my successful work as an experienced educator to pursue my master's degree in teaching. I will always be grateful that you came into my life and supported me through both good and bad times.

To my **parents and grandparents**, who helped me every step of the way during my early years. I appreciate all of your hard work and devotion raising me, and I will never be able to repay you, no matter what I do, May God have mercy on you.

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Special appreciation goes out to all the Arabic teachers and parents who generously participated in my research, sparing no effort, time, or knowledge to assist me in comprehending the research problem at hand. I consider this study a collaborative effort with them, as they have been the driving force behind understanding, evaluating, and even finding solutions to the study's focal point.

When I joined the British University in Dubai in September 2021, I embarked on my first academic research paper, which proved to be quite challenging at the outset. However, with time, it has evolved into one of my top priorities, stemming from my deep passion. Therefore, I wish to convey my utmost respect and gratitude to all the academic staff at BUiD who guided me on this journey and helped me reach this significant milestone.

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CHAPTER 1 : INTRODUCTION

This chapter is an overview of the importance of audiobooks to second-language learners and how they affect their reading abilities is given in the introductory chapter. The purpose, questions, and delimitations are also included in this chapter, along with the problem description and the justification for the study.

1.1 Study overview

Considering Arabic is a widely spoken language, with millions of non-native speakers worldwide learning it as a second language. Proficiency in Arabic is essential for effective communication, educational attainment, and integration into Arabic-speaking societies. One of the key components of language learning is the development of reading skills, as it enables learners to expand their vocabulary, comprehend written texts, and improve overall language proficiency.

Traditional methods of teaching Arabic as a second language primarily focus on textbooks and classroom instruction. On the contrary, it is a fact that the widespread usage of learning technology, particularly after the COVID-19 pandemic, has changed the nature of educational processes. As Liu X (2020) noted, the traditional educational system is waning and is no longer effective for this period. As a result, technology and computer-based simulations are swiftly emerging as critical tools in teaching and learning for all courses. Interestingly, the integration of technology has significantly transformed the landscape of foreign language education, enhancing both teaching and learning experiences. As noted by Smith and Johnson (2020), the use of digital tools and platforms in language classrooms has become a crucial pedagogical strategy. Interactive language learning applications and online resources for practicing grammar and vocabulary have proven to be effective in engaging

learners and promoting active participation. Technology not only offers innovative ways to practice language skills but also facilitates personalized learning pathways, catering to diverse learning styles and paces. In light of these benefits, educators are increasingly recommended to embrace technology as an essential component of foreign language instruction, fostering a dynamic and enriched educational environment for language learners.

Therefore, there is a growing body of research suggesting that audiobooks can be a valuable tool in enhancing reading skills and language acquisition.

Whereas, Audiobooks provide learners with an immersive and interactive experience, combining both oral and written language comprehension. By listening to narrated texts while following along with the written version, learners can improve their pronunciation, fluency, and comprehension skills.

This study focuses on Enhancing Arabic Reading Proficiency as a Second Language: Unveiling the Significance of audiobooks for Middle School Students, because Improving Arabic reading skills among Dubai students who are learning Arabic as a second language holds paramount significance for their linguistic and academic development. As Arabic is the native language of the region and plays a vital role in cultural identity, enhancing proficiency in reading contributes to better communication, comprehension, and integration within the local community. Research indicates that strong reading skills are foundational not only for language acquisition but also for cognitive growth and academic achievement (Abu-Rabia 2008). By focusing on enhancing Arabic reading abilities, educators can empower students to engage more deeply with their heritage, foster cross-cultural understanding, and achieve better overall educational outcomes.

The underlying idea behind the current study was launched over eight years ago, stemming from my continuous work as a second-language Arabic teacher for non-Arab students in middle schools. I aimed to support them in developing their reading skills and subsequently enhancing their language proficiency.

As a researcher, I employed various methods with the students, closely monitoring the outcome of each in an attempt to reach the optimal approach for addressing challenges in learning the Arabic language. The vital role of audiobooks was discovered in enhancing students' motivation, in addition to focusing on the distinctions between similar letterforms and sounds. This was followed by training in learning and pronouncing vocabulary correctly, leading to increased learner confidence and motivation to develop productive Arabic language skills.

1.2 Statement of the problem

In the multicultural educational landscape of Dubai, non-native learners face distinct challenges in developing proficient Arabic reading skills within the middle school context. The significance of Arabic as the official language of the United Arab Emirates (UAE) and its crucial role in cultural integration and social cohesion underscores the urgency of addressing this issue.

According to the UAE Ministry of Education, Arabic language proficiency is a key pillar of the national curriculum (UAE Ministry of Education 2019). However, the influx of expatriate families has led to a diverse student population with varying linguistic backgrounds, causing discrepancies in Arabic language proficiency among non-native learners. This linguistic diversity amplifies the struggle for educators to effectively teach Arabic reading

skills to students whose primary language of communication might be different (Al Hammadi & Al Muhairi 2020).

Furthermore, research highlights that language barriers and limited exposure to Arabic outside of the classroom hinder non-native learners from developing strong reading abilities (Fakhri 2017). This issue is particularly pronounced during the middle school years, a critical period for language acquisition (Kirkpatrick 2007).

Dubai's middle schools encounter the challenge of tailoring effective teaching strategies to accommodate diverse learning needs (Kaur & Hegde 2019). Conventional teaching methods may not fully engage non-native learners or address their unique linguistic backgrounds, which can lead to disinterest and reduced motivation to improve Arabic reading skills (Benson & Lor 2019).

The lack of comprehensive research on tailored pedagogical approaches specifically designed for non-native learners' Arabic reading development further compounds the problem. The existing studies tend to focus on general language acquisition strategies, often neglecting the intricate nuances of Arabic reading skills acquisition in a multicultural context (Gottardo & Mueller 2009).

To ensure the academic success and social integration of non-native learners within Dubai's middle schools, it is imperative to explore innovative pedagogical strategies that address the diverse linguistic backgrounds and learning preferences of these students. This research seeks to bridge the gap in knowledge by investigating effective teaching methodologies that enhance Arabic reading skills acquisition among non-native learners in Dubai's middle schools.

The acquisition of a second language, especially in the context of Arabic, presents unique challenges that require innovative approaches to optimize learning outcomes. With the increasing popularity of audiobooks as supplementary learning tools, it is crucial to assess their effectiveness in enhancing reading skills for Arabic as a second language learners. While numerous studies have explored the benefits of audio materials in language acquisition, limited research specifically focuses on their impact on Arabic language learners. Therefore, a comprehensive investigation into the effectiveness of audiobooks in improving reading skills among Arabic second language learners is warranted.

1.3 Rationale of the study

The proposed research on the effectiveness of audiobooks in enhancing reading skills for Arabic learners as a second language has several potential benefits. Firstly, the findings of this study can provide valuable insights into the effectiveness of audiobooks as a supplementary tool in Arabic language instruction. This can contribute to the development of more comprehensive and innovative teaching approaches that cater to the diverse learning needs of Arabic learners.

Secondly, the study can help educators and language instructors make informed decisions regarding the integration of audiobooks into their teaching practices. By understanding the benefits and limitations of audiobooks, instructors can effectively incorporate them into their curriculum, thereby promoting a more engaging and interactive learning environment for Arabic language learners.

Thirdly, the research outcomes can benefit Arabic language learners themselves. By utilizing audiobooks as a learning resource, learners can potentially improve their pronunciation accuracy, reading fluency, and comprehension skills. This can lead to increased

confidence and motivation, ultimately enhancing their overall language proficiency and facilitating their integration into Arabic-speaking communities.

1.4 Study purpose and questions

This study aims to investigate the effectiveness of audiobooks in enhancing the reading skills of Arabic as a second language. The objectives of the study are as follows:

1. To examine the impact of audiobooks on learners' pronunciation accuracy in Arabic.
2. To evaluate the effect of audiobooks on learners' reading fluency and comprehension.
3. To explore learners' attitudes and perceptions towards the use of audiobooks for Arabic language learning.

To achieve this, the study aims to respond to the following research question:

What is the effectiveness of audiobooks in enhancing the reading skills of Arabic as a second language?

The following sub-questions have been posed to help with the aforementioned research question:

- How can audiobooks benefit second language learners in improving their reading skills?
- What are the specific advantages of using audiobooks compared to traditional reading materials in the classroom?
- How do audiobooks help in developing pronunciation and fluency in a second language?
- What is the long-term impact of incorporating audiobooks into Arabic language learning?

1.5 Delimitations

Delimitations refer to the boundaries or limitations that researchers set on their study to define its scope and provide context for their findings (Bloomberg & Volpe 2012). This study focuses on the effectiveness of audiobooks in enhancing Arabic reading skills as a second language and is subject to several important delimitations that shape its scope and generalizability. Firstly, the study's primary focus is on audiobooks' impact on reading skills, with a limited examination of potential effects on speaking, writing, and overall language proficiency. Secondly, the research is delimited by its concentration on Arabic as a second language, excluding other languages' learners and contexts. This study also considers learners of varying proficiency levels, yet its extent might limit the depth of analysis across different skill levels. Lastly, the study acknowledges that the availability and quality of audiobooks may vary, potentially influencing the overall outcomes. Thus, it is important to interpret the findings within the confines of these delimitations, recognizing the potential impact on the study's broader applicability and implications.

1.6 The structure of the study

The study's structure is composed of six chapters, starting with this introduction. It begins by offering a general overview and then proceeds to define the problem statement, the rationale for investigating the study, its objectives, research queries, and scope limitations.

Moving on to the second chapter, there is a literature review that encompasses the conceptual framework, outlining the main connected concepts. The theoretical framework is also introduced here, presenting the theories that shed light on the existence of the research problem. Additionally, a review of pertinent recent literature related to the study is included.

The third chapter presents the methodology section, outlining the approach to obtaining results. This section details the research type, approach, data collection methods, participants, and the procedures employed by the researcher for their investigation. Chapter four deals with data analysis and results, encompassing the data collected from semi-structured interviews and questionnaires conducted in the previous chapter. The subsequent chapter engages in discussion, interpreting the results and drawing comparisons with recent studies.

Finally, the last chapter serves as the conclusion, summarizing the core findings, acknowledging limitations, suggesting potential implications, and making recommendations for future research.

CHAPTER 2 : LITERATURE REVIEW

This section provides an overview of prior research concerning the significance of using audiobooks as an educational tool to enhance the accuracy of pronunciation, fluency in reading, and comprehension skills of learners. The chapter also acknowledges similar studies that aim to widen our comprehension of the challenges faced by middle school students when learning Arabic as a second language within an academic setting. The chapter commences with an explanation of the core concepts related to the present study, followed by a discussion of the theoretical foundation that underlies this research. Subsequently, there is an examination of recent literature reviews on the same subject. The scope of literature-based research broadens in the following manner: initially, it underscores the significance of audiobooks in enhancing proficiency in second languages. Subsequently, it delves into the benefits of utilizing audiobooks to foster reading skills among middle school students, particularly focusing on non-Arab students. Finally, the research scrutinizes the role of technology in foreign language learning overall, with a specific emphasis on its application in teaching Arabic as a second language, considering both local and global educational policies.

2.1 Conceptual framework

To enhance the overall understanding of the concept of audiobooks, several key definitions used in the literature review and throughout the research are outlined. These definitions are sourced from various references and are duly referenced. Given the objective of this study, the subsequent terms are implicated by the objectives of this investigation, the terms encompassed are as follows: Reading, which holds significant importance in the development of learners' intellectual, linguistic, and expressive abilities, in addition to enriching their knowledge, and scientific, and cultural experiences. According to Anderson

(1999), reading is an active, fluid process that entails the reader and the text being read in order to construct meaning. Not only does meaning exist within the reader, but it also exists on the printed pages. In a similar vein, reading is defined by Urquhart & Weir as the act of receiving and deciphering information that has been encoded in language form through the use of print (1988, p. 22). In general, reading in the Arabic language involves understanding the written material, and decoding meaning from written forms, such as grasping the alphabet system and the relationship between different letters and their sounds. Arabic has a special alphabetical system. In his *Course in general Linguistics*, (Arabic translation 1985, p. 52), therefore, to succeed in the overall process of learning Arabic, a foreign learner's knowledge of Arabic letters, their sounds, and structures is fundamental. As, the absence of certain Arabic sounds, which distinguish it from other world languages, may pose one of the initial challenges faced by Arabic learners from non-Arabic-speaking backgrounds. Additionally, the phenomenon of sound similarity between some letters and the variation in pronunciation and writing of certain letters further contribute to the challenges. Arabic teaching methods have not yet incorporated findings from studies on the science of language learning (listening, speaking, reading, and writing, as well as their relationships) (Miles & Ehri 2019). As an illustration, systematic phonics training (which teaches kids letter-sound pairings and "sounding out" words) are uncommon in Arabic-speaking countries' classrooms. Despite studies in education and neuroscience continually demonstrating its significance (Castles, Rastle & Nation 2018).

Overcoming these challenges requires a comprehensive understanding of the phonetic system, along with the use of electronic resources, modern devices, and language labs that facilitate the electronic simulation of sounds. Teaching and acquiring the correct pronunciation

of Arabic sounds are ongoing processes throughout the entire Arabic language acquisition journey. Therefore, special attention should be given to the Arabic phonetic system at all linguistic levels, not just in the beginner stages. Using audiobooks, perhaps, is the optimal solution to overcome these difficulties. However, there is a fusion between the terms electronic books and audiobooks. E-books are digital versions of printed books that can be read on various electronic devices, such as e-readers, tablets, and smartphones. They have become increasingly popular due to their portability, accessibility, and interactive features. Su & Markauskaite (2019) affirmed that e-books fit into the broader context of literacy practices. And, Carden cited that, the e-book, is already a success, with the widespread adoption of e-content in the academic and educational world, but electronic access is only tangentially connected to the traditional book.

However, Audiobooks are recordings of spoken words that are typically narrated by a professional voice actor or the author. They provide an alternative way for audiences to consume literary content, catering to individuals who prefer listening to traditional reading. According to Alexander and Jetton, the expression "audiobook" was used to refer to both the method of communication and the type of text examined, and how auditory and written mediums impact the comprehension of various types of composed discourse, including narrative, exposition, or mixed texts (2000). Additionally, Audiobooks are collections of spoken word recordings meant to be listened to as opposed to read. These are book audio versions that let people experience a written work's content by hearing it aloud. Audiobooks are produced by recording a narrator's voice while reading a book's text. They can be found on CDs, digital downloads, and streaming services, among other media (www.ala.org 2017). According to Engelen (2008), at that point, a lot of people started using them and they became

popular. People start listening to books instead of reading them as a habit. In order to make the books come to life and convey the author's intended meaning which may include comedy, drama, ignorance, etc. The book's narrator must read them in a certain way (Mandell 2010). Reading aloud from audiobooks helps reinforce word pronunciation, sound recognition, and visual word recognition. They are highly helpful, particularly for those learning other languages. Students who struggle with reading can also engage in class discussions by listening to the books. Instead of reading, every learner can be motivated by listening (Robinson 2008).

2.2 Theoretical framework

A crucial element of scholarly research and practice is the theoretical framework, which offers an organized basis for comprehending, evaluating, and interpreting facts. It acts as the conceptual framework that directs the design of the study, and the gathering and analysis of data. According to Boote & Beile, the integration of earlier research findings into the current study is facilitated by theoretical frameworks (2005). Through establishing connections with extant theories, scholars can expand upon pre-existing knowledge and pinpoint areas for additional investigation. By offering a framework for developing research questions, hypotheses, and variables, theoretical frameworks assist researchers in the design of investigations. In a study on social behavior, for example, the choice of variables may be guided by a sociological theory (Creswell 2014). Furthermore, the selection of relevant analytical tools and methodologies is guided by theoretical frameworks. They offer a prism through which data can be understood, enabling a deeper and more insightful study (Miles, Huberman & Saldaña 2014). As a result, it raises the study's importance and generalizability (Akintoye 2015).

2.2.1 Aural-oral approach (1964)

The listening and speaking strategy, commonly referred to as the aural-oral approach, places a strong emphasis on the value of oral communication abilities as the cornerstone of language acquisition. It first appeared in the 1940s and became well known in the field of learning second languages. In the 1960s, the Audiolingual Method was the main strategy for teaching foreign languages and was widely used. Two causes contributed to the method's downfall in the late 1960s and early 1970s. First, linguist Noam Chomsky questioned the method's theoretical underpinnings, especially the notion that all language learning could be explained by external conditioning (Chomsky 1959). Second, the method's excessive reliance on rote memorization and drilling, avoidance of grammar explanations, and inability to create conversational ability in the foreign language frustrated some language teachers and students (Hadley 2001). The method was eventually abandoned as a result of these advancements, but some of its techniques like dialogue learning and pattern drills are still employed in some foreign language programs, however, this method is especially pertinent for enhancing reading comprehension in second languages since it emphasizes the value of building a solid foundation in speaking and listening before advancing to reading and writing.

The Aural-Oral Approach recommends that in order to improve their speaking and comprehension skills, language learners should prioritize listening to audiobooks and participating in oral activities. Audiobooks are a valuable tool for this process. By giving students exposure to real spoken language, audiobooks enhance their ability to comprehend spoken language. The pronunciation, intonation, and tempo of native speakers are introduced to learners through audiobooks, which aid in the development of an ear for the language, additionally learners can mimic the intonation and pronunciation of native speakers by using

audiobooks as examples. To reinforce what they have heard, students might also participate in oral exercises like summarizing texts or repeating lines (Book 2023). Audiobooks provide words in context, which helps with vocabulary building. Understanding and retention are improved when learners come across unfamiliar words and phrases in a context that makes sense to them. Improved memory and retention are facilitated by repeatedly exposing words to various situations (Rayhan 2023). Listening to audiobooks helps language learners understand linguistic structures and patterns. through exposure to diverse sentence forms and linguistic conventions, learners can more efficiently internalize the rules of grammar and syntax (Zawacki-richter & Jung 2023).

2.2.2 Cognitive load theory (1988)

Cognitive Load Theory (CLT) describes how working memory capacity affects learning. It implies that learning happens most effectively when a task's cognitive demands are met by a person's cognitive resources. Regarding the use of audiobooks to enhance one's ability to read in a second language, CLT can offer perspectives on the possible advantages and difficulties linked to this methodology (Meletiadou 2023). The cognitive load necessary to develop a mental schema or schema automation is known as the germane cognitive burden. By offering extensive language input, audiobooks can maximize germane cognitive load, allowing students to build mental models and improve their language skills (Paas, Renkl & Sweller 2003). The term "intrinsic cognitive load" describes how challenging the learning materials are by nature. By delivering aural input, audiobooks can assist in lowering intrinsic cognitive load and may make it easier to comprehend and grasp, especially when it comes to difficult or unfamiliar material in a second language (Mayer 2005). By giving listeners the option to adjust the listening speed, relist sections, and access additional content, audiobooks can accommodate a variety of learning

preferences (Moreno, & Mayer 2007). The components of the learning environment that do not immediately aid in comprehension are referred to as extraneous cognitive burdens. When properly created, audiobooks can reduce superfluous cognitive load by freeing up learners' attention to concentrate on listening and comprehension rather than being sidetracked by unimportant details (Sweller , Ayres& Kalyuga 2011). When combined with text or visual assistance, audiobooks can produce a multimedia learning environment that may increase the efficiency of language acquisition (Clark& Mayer 2016).

2.2.3 Dual coding theory (1986)

According to Paivio's Dual Coding Theory, information is represented and processed through the verbal and non-verbal channels, which are separate yet related. Language processing occurs in the verbal channel, whereas processing of spatial and visual information occurs in the non-verbal channel. When this idea is applied to language learning, it suggests that learning and retention can be improved by presenting information through both verbal (spoken or written language) and non-verbal (visual or aural) channels (1986). Regarding the utilization of audiobooks to enhance proficiency in reading a second language.

In addition to the conventional visual channel of reading, audiobooks offer an additional auditory channel. Pronouncing words correctly aloud can help learners connect the written and spoken forms of words and encourage correct pronunciation. When students come across words in both spoken and written forms at the same time, their vocabulary comprehension gets stronger. Words with two representations can help with recall and strengthen mental links. By letting students hear the language's natural flow and intonation, audiobooks can help them understand more content (Mayer 2001). This can help in understanding nuances, tone, and context that would be difficult to discern from text alone. Narration in audiobooks is typically

emotive, able to portray emotions, character dynamics, and cultural nuances. This extra layer of knowledge improves learners' overall language competency by assisting them in understanding the language's cultural context (Zhang, Zhou, Briggs & Nunamaker 2006).

2.2.4 Schema theory (1980)

Schema theory is a cognitive theory that describes how people arrange and understand data in their brains. It proposes that individuals create mental models, or "schemas," to make sense of what they already know and have experienced. To apply Schema Theory to language learning, one must comprehend the critical role that these conceptual frameworks play in comprehension and language acquisition, especially when using audiobooks to enhance reading abilities as a second language (Anderson & Pearson 1984). On the other hand, audiobooks can help students recall what they already know by giving them auditory data that fits into their own schemas. As words and phrases are heard, listeners could remember associated ideas and experiences, which helps them comprehend the information more deeply. With audiobooks, students can increase their background knowledge of the language, culture, and setting related to the subject matter. This background information strengthens the schemas that are formed, improving retention and comprehension. By exposing students to real pronunciation and intonation, listening to audiobooks helps them build their vocabulary. Improved reading skills result from learners' schemas for words being more nuanced as they come across them in context (Carrell 1983). Because audiobooks offer auditory context, students are able to understand words and sentences on a deeper level. This multimodal method improves reading comprehension and leads to a deeper comprehension of the language. Frequent exposure to audiobooks with excellent narrations aids in the development of language proficiency and better pronunciation. Thus, accurate mental models, or schemas, of spoken and written language can

be created (Pressley & Afflerbach 1995). Reading aloud to students can help them become more engaged intellectually by helping them picture the settings, people, and events that are being recounted. By strengthening the links between auditory and visual representations, this mental imagery supports the process of learning (Pressley & Afflerbach 1995).

2.3 The significance of audiobooks in enhancing proficiency in second languages

Because of their many linguistic and cognitive advantages, audiobooks are a valuable tool for improving second language competency. Teachers everywhere have realized the advantages of integrating written language with aural learning. The American government first created audiobooks, often known as "talking books," in the 1930s to give blind adults free access to literature (Mohamed 2018). In the US, there has been a rise in reading proficiency has increased as a result of the usage of audiobooks (Brown & Fisher 2006), yet the effective use of audiobooks does not ensure that one's other language abilities will improve but the addition of different tasks during the listening-reading process aids in create the link between reading and writing, and by connecting the spoken word to a written assignment, the reading proficiency may increase significantly (Beers 1998). Studies on listening to audiobooks while language learners have emphasized several advantages, including enhanced listening vocabulary acquisition (Chang 2011) and comprehension (Kartal & Simsek 2017), enhancing. According to Chang and Millet (2015), reading comprehension and fluency, presenting literature via audiobooks (Isozaki 2014), which enhanced both reading satisfaction and efficiency methodology (Woodall 2010).

Linton documentation in 2017 illustrates that audiobooks offer an immersive experience, allowing learners to familiarize themselves with natural speech patterns,

intonation, and pronunciation (Linton 2017). This exposure contributes to vocabulary acquisition by presenting a diverse range of words and expressions within a contextual framework. Particularly beneficial for pronunciation and accent improvement, audiobooks, especially those narrated by native speakers, enable learners to mimic authentic speech, reducing foreign accents and refining overall pronunciation (Goswami et al. 2016). Additionally, audiobooks aid in the development of listening comprehension skills – an essential component of language proficiency, as learners practice understanding different accents, speech rates, and complex sentence structures (Gong, Gao and Lyu 2020, p.46). Audiobooks also provide increased exposure to authentic materials, reflecting real-life language use, colloquial expressions, and cultural nuances (Aydın and Tunagür 2021). This exposure helps learners move beyond textbook language and engage with the subtleties of everyday communication in the target language. The flexibility and convenience of audiobooks make them a practical choice, allowing learners to seamlessly incorporate language practice into their daily routines. Beyond practicality, audiobooks also contribute to motivation and engagement, making the language learning process more enjoyable. Well-narrated stories or content relevant to the learner's interests can capture attention and maintain enthusiasm for language learning (Goswami et al. 2016). Furthermore, the cognitive benefits associated with engaging with audio content, such as improved memory and pattern recognition, add to the effectiveness of audiobooks in language learning. When integrated into a holistic learning approach, audiobooks complement reading, writing, and speaking activities, reinforcing overall language proficiency (Aydın and Tunagür 2021). According to research, using audiobooks to supplement language study can enhance vocabulary acquisition, pronunciation, listening comprehension, and overall language proficiency. The following

highlights the importance of audiobooks for language proficiency: Audiobooks expose students to real spoken language, which improves their listening abilities. Vandergrift and Goh's (2012) research highlights the value of hearing in language learning and claims that frequent exposure to spoken language improves fluency and comprehension. Listening to audiobooks read by native speakers helps students imitate proper pronunciation and intonation. According to research by Kang (2010), students who used audiobooks significantly improved their pronunciation when compared to those who only used textual materials. Audiobooks include content that is rich in context, which helps listeners comprehend and remember new words. According to Nation's (2001) research, vocabulary acquisition is more successful when it is exposed to vocabulary in context, such as by hearing. Learning through audiobooks facilitates understanding of idiomatic idioms, cultural context, and linguistic nuances. Research shows that auditory input improves comprehension by giving students a comprehensive understanding of the language (Mendelsohn, 1998). Besides, engaging storytelling and tales are common in audiobooks, which might encourage language learners to stick with their studies.

According to Dörnyei's (2005) discussion, research on the importance of motivation in language acquisition supports the motivational feature of audiobooks. Language learning is made easier with the flexibility provided by audiobooks, which allow one to study a language while doing other things like working out or traveling.

For greater flexibility, O'Bryan and Hegelheimer (2007) emphasize the advantages of incorporating technology, such as audiobooks, into language learning.

2.4 The benefits of utilizing audiobooks to foster reading skills among non-Arab students

There are various advantages to using audiobooks as a teaching method to improve the reading abilities of non-Arabic-speaking pupils. Here are some of the main benefits:

Audiobooks help students learn languages by giving them the chance to hear proper pronunciation and intonation (Reichelt 2019). Students who listen to audiobooks can improve their listening comprehension abilities, which are essential for understanding (Duke & Martin 2015). Audiobooks are a useful tool for teaching languages, including Arabic as a foreign language. In 2013, Castañeda investigated digital storytelling and discovered that digital stories promote identity creation, self-authoring, and cognitive development. Additionally, they provide technical knowledge, engage students, foster critical thinking, and expand the audience to showcase students' creations. Similar to Hafner and Castañeda, numerous researchers have pointed out the favourable effects of digital teaching resources.

Moreover, McKenna and Robinson (2014) added, audiobooks are designed to accommodate a variety of learning styles and demands, including dyslexia and visual impairments. Because they allow students to listen to books while doing other things, audiobooks promote independent reading and help them develop a love of literature (Barnett 2016). By fusing visual and aural elements, audiobooks offer a multimodal learning experience that can improve learning overall and memory retention (Moss 2019). By using audio-visual stimulation in the form of a listening while reading strategy, readers are able to comprehend material that they might not have been able to read on their own. This helps them acquire the phonological skills required to interpret written words.

In general, audiobooks have the potential to foster cultural understanding by introducing non-Arab pupils to Arabic culture, linguistic intricacies, and varied viewpoints (Al-Jarf 2007).

Furthermore, as readers begin to expand their vocabulary and refine their skills in reading textual material (Mohamed, 2018; Woodall, 2010; Chang & Millet 2015), they also enhance their overall linguistic competence. As students become more proficient in reading, audiobooks provide assistance and scaffolding for the reading process, as illustrated in the figure below (Padberg-Schmitt 2020). According to Yudhiantara & Syihabuddin (2023), students exhibited a positive attitude towards listening and actively engaged in grammatical analysis through audiobooks. They recognized the importance of listening in improving their vocabulary, pronunciation, and grammar knowledge. To create a tie with Walfson (2008) who highlights the advantages of audio books. He compares them to the experience of reading aloud. Audio books can improve comprehension, promote the use of spoken language, and serve as a reading model. The development of all four language aspects phonological, semantic, systematic, and pragmatic is facilitated by listening to audio books. Students can also change the narrator's speed to increase their level of engagement and boost comprehension.

Establishing prior knowledge, using context clues to improve word-stock, reminding accuracy, identifying the main idea and drawing conclusions, guessing, visualizing, using graphic organizers, comparing and contrasting, comprehending cause and effect, classifying, and creating text synthesis are some of the skills and strategies that could be introduced to improve comprehension.

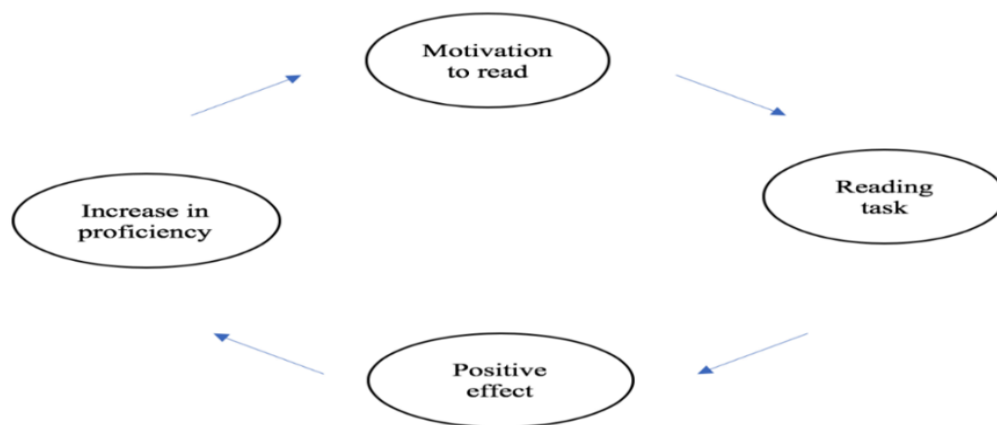


Figure 1: Cyclical path of reading (Walfson 2008)

2.5 The role of technology in foreign language learning overall and Arabic as a second language in particular

Beyond the classroom, technology has a big impact on language learning, especially when it comes to self-directed digital learning (Nugroho 2021). By using digital technology for self-improvement, learners participate in informal digital learning, improving their language proficiency and developing independent study habits. Additionally, digital tools offer chances for language acquisition outside of formal environments. Students can use digital resources such as social bookmarking technologies to improve their online reading and digital literacy. These pursuits enhance classroom instruction and offer chances for real-world language acquisition. Students who use digital devices on their own instruments typically attain greater linguistic competence (Dinçer 2020). Using electronic devices and making independent decisions through activities tailored to their requirements, students can enhance their language proficiency through informal digital learning beyond the in the classroom. Learning experiences are substantially enhanced in foreign language courses by the use of technology and digital technologies, providing a multitude of options for pupils, these resources support cross-cultural dialogue, digital storytelling, and multimedia participation,

enhanced language proficiency, critical thinking, and personalized learning are all facilitated by communication, personalized learning, and self-directed learning and cultural understanding. It is imperative to take learner characteristics including language into account, create digital profiles for language learners that take competency and technological involvement into account (Dinçer 2020). Teachers should also be aware of the possible difficulties and worries that students may experience when learning online (Kızıltan & Durmuş 2022). For language learners, digital tools offer significant advantages and opportunities that improve a variety of language skills. It is becoming more and more common to integrate them into teacher education programs and language courses. Additionally, digital tools encourage language learning outside of the classroom, giving students the freedom to pursue individualized and independent language learning educational exercises. But in order to successfully integrate, challenges must be addressed, and sufficient direction must be given providing instruction to educators as well as students.

It is worth noting that the development of websites, creation of PowerPoint presentations, audio essay writing, multimodal storytelling, and video production can significantly enhance students' preparedness for the digitally mediated world of the future. Furthermore, these endeavors provide valuable opportunities for students to express themselves and employ language in meaningful and imaginative ways (Hafner 2015). In recent times, technology has played an increasingly prominent role in the process of learning foreign languages, especially Arabic as a second language. Thanks to technology, a plethora of tools and resources are now available to enhance language acquisition, thereby improving its efficiency, accessibility, and engagement. Focusing on Arabic as a second language, the following highlights some critical aspects of technology's role in foreign

language learning, along with relevant references: Arabic language learners can access interactive courses and exercises on platforms like Duolingo, Rosetta Stone, and Babbel. As noted by Ayoub and Gašević (2018), these platforms blend gamification and adaptive learning strategies to provide users with a personalized and dynamic learning experience. Learners can conveniently practice Arabic on-the-go through mobile applications like Memrise and HelloTalk. These apps often incorporate features such as speech recognition, flashcards, and social interaction to enhance language proficiency (Hubbard 2013).

Undoubtedly, the immersion language learning experiences owe their existence to the advancements in VR and AR technologies. Therefore, for enhancing language proficiency and cultural understanding, learners can explore virtual environments where Arabic is the predominant language (Peterson 2017). Moreover, language exchange platforms such as Tandem and ConversationExchange play a pivotal role in facilitating communication between Arabic language learners and native speakers, offering students valuable opportunities to hone their conversational skills and deepen their cultural awareness (Thorne & Reinhardt 2008). For authentic Arabic language materials, students can turn to popular social media platforms like YouTube, Instagram, and Twitter, which host a wealth of discussions, articles, and videos. These platforms immerse students in real-world language usage and cultural contexts (Lomicka & Lord 2018). Furthermore, adaptive learning systems employ algorithms to tailor training to the unique needs and developmental levels of each student. As highlighted by Stegmann, Weinberger, and Fischer (2007), these systems dynamically adjust content and difficulty levels to optimize the learning experience.

2.6 The status of Arabic and the integration of technology in educational policies

Zaharna (2009) explains that the Arabic language, with its profound historical, and religious significance, stands as a vital medium of communication for millions of people in the Arab world. Nonetheless, concerns about the preservation and promotion of the Arabic language in the face of globalization and the dominance of English as a global lingua franca have become prominent (Alzaben, Omar, and Kassem 2019). Besides, Blakeley (2023) adds that the linguistic diversity within the Arab world, encompassing various dialects alongside Modern Standard Arabic, presents a challenge for education policymakers aiming to establish a unified approach to language instruction that addresses both cultural nuances and global communication needs. For this reason, efforts to revitalize and promote Arabic, both domestically and internationally, are imperative to safeguard its cultural and linguistic heritage. Simultaneously, global trends in education as indicated by Tosuntaş, Çubukçu, and Tuğba (2019) emphasize the integration of technology to enhance learning outcomes, foster innovation, and prepare students for the digital age. This trend is reflected in the Arab world, where policymakers are navigating challenges such as infrastructure limitations, disparities in access to digital resources, and resistance to change (Tosuntaş, Çubukçu, and Tuğba 2019). However, the integration of technology in education also presents opportunities to address these challenges, offering interactive educational content and bridging geographical gaps. Moreover, the intersection of the Arabic language and technology in educational policies is evident in the rise of online Arabic language courses offered by educational institutions and language centers. These courses leverage technology to provide interactive lessons, real time communication with instructors, and collaborative learning experiences, catering to a global

audience. As further illustrated by the World Bank Group, development of digital language learning platforms tailored to the Arabic language has gained momentum (Gregory et al. 2021). Such platforms often leverage artificial intelligence, gamification, and adaptive learning technologies to enhance language acquisition and retention (Jouejati 2018, p.6). Government initiatives in the Arab world highlight the crucial role of integrating technology into education and language preservation endeavours. These initiatives include the introduction of policies and programs aimed at supporting the development of digital resources, teacher training, and infrastructure enhancements, all indicative of a steadfast commitment to leveraging technology for educational advancement. Technology has now become an indispensable component of education, with the application of multimedia technology experiencing significant growth, especially in the wake of the Covid-19 pandemic. This technological shift has opened up diverse opportunities for teaching foreign languages, as evidenced by the insights of Zhan and Cheng in 2014, which were further underscored by Pareja-Lora and their associates in 2016, emphasizing the diversity and widespread adoption of technology in foreign language pedagogy. However, it is noteworthy that the majority of research in this domain tends to concentrate on methods for teaching Arabic as a modern foreign language, rather than delving into the underlying challenges faced by learners of Arabic as a second language. Consequently, there is a need to explore contemporary teaching approaches that can aid students in achieving improved learning outcomes.

Dubai, a multicultural city with a diverse population of 200 distinct nationalities, provides an interesting backdrop for examining the challenges associated with Arabic language learning. Despite this diversity, only 10% to 15% of the global population speaks Arabic. In 2014, the Arab Educational Organization issued a warning, highlighting the necessity for innovative approaches to Arabic language instruction due to the language's current predicament. Alkutich (2017) further emphasizes the difficulty faced by both native speakers and students when learning Arabic. While Dubai mandates that all students in grades 2 through 10 must learn Arabic, only a small percentage of pupils can effectively communicate in basic Arabic (DSIB 2019). In the 2019-2020 KHDA report, several schools received high ratings; however, Arabic as a second language was identified as a weak point. Notably, students struggled with understanding simple sentences and expressing themselves in everyday situations, particularly in the secondary phase. Nonetheless, it is essential to acknowledge that Arabic remains one of the world's widely spoken languages, with roughly 420 million speakers globally (istizada.com 2020). Effective international communication hinges on Arabic, which stands as the official language in 22 nations. Moreover, the United Arab Emirates officially recognizes Arabic as its language of communication. Notably, scholars like Piller (2016) and Kharkhurin (2015) have highlighted the growing demand for Arabic language instruction within UAE educational institutions. Dubai, evolving into a diverse and cosmopolitan hub, places great emphasis on the preservation and development of the Arabic language, endorsed by His Highness, Sheikh Mohammed bin Rashid Al Maktoum, the visionary leader of Dubai. In 2021, Moghazy underscored the potential of computer-based simulations in enhancing Arabic language proficiency, calling for innovative approaches, particularly in Dubai, UAE. Echoing previous research, Zurqoni, Retnawati, H., Rahmatullah, S., Djidu, H., & Apino emphasized

the need for a supportive environment to enable non-Arabic-speaking students to practice their communication skills with peers, advocating for the integration of technology in the creation of Arabic instructional materials (2020). In essence, the field of education continually evolves, seeking improved methodologies and approaches.

Therefore, it is imperative that teaching methodologies align with the demands of the contemporary world, fostering students' heightened engagement, knowledge, self-reliance, and the ability to generate innovative solutions to daily challenges. Consequently, educators must embrace progressive classroom techniques, offer a more insightful perspective on the subject matter, and facilitate the transformation of students from passive information consumers into proactive content creators (Sales 2020). Furthermore, an increasing focus of educational policies revolves around the integration of technology to enhance teaching and learning, expand educational access, and equip students for the digital era. Governments and educational institutions worldwide have come to recognize the pivotal role of technology in education. Many educational policies strongly emphasize the development of digital literacy skills among students, enabling them to proficiently harness technology ([unesco.org](https://www.unesco.org)). These policies are designed to address issues of equity and accessibility, ensuring that all students have equal opportunities to leverage educational technology (digitalpromise.org).

2.7 Conclusion

To sum up, in the sphere of language instruction, there is agreement that using audiobooks as a technique to improve Arabic second reading comprehension is a creative and promising method. As, there are many benefits that audiobooks provide, such as better pronunciation, higher comprehension, better vocabulary development, and increased engagement. Additionally, audiobooks can be used to accommodate people with different learning methods and Arabic language competence levels. Most importantly, Arabic teachers must lead a variety of technology-based ways in order to improve their students' learning. This requires them to engage in new and useful approaches (Moghazy 2021).

CHAPTER 3 : METHODOLOGY

This chapter reveals the study approach by expanding on the previous topic. It provides an overview of details regarding the research design, participants, instruments, paradigm, study approach, and sample. The three facets of data analysis are the collection of qualitative and quantitative data, analysis, and the mixed method approach's overall interpretation. Additionally, this chapter addresses the ethical issues that were raised as well as the reliability and validity of the data considered before the study.

3.1 Overview of the research paradigm

The choice of a research paradigm plays a crucial role in shaping the design and interpretation of a study. In the context of studying the effectiveness of audiobooks in enhancing the reading skills of Arabic as a second language among middle school students in Dubai, a pragmatism paradigm seems to be well suited. As explained by Morgan (2014), pragmatism is a philosophical paradigm characterized by a focus on practical consequences, instrumental value of ideas, and the emphasis on experience as a basis for understanding. Pragmatism suggests that the meaning and truth of any idea or concept are to be evaluated in terms of their practical implications and effects (Kaushik and Walsh 2019). In this study, the use of audiobooks is not just an abstract concept but a practical intervention with the aim of improving reading skills and as such, pragmatism paradigm allows the research to focus on the real-world implications and outcomes of introducing audiobooks in the learning environment. Besides, pragmatism paradigm encourages researchers to be flexible in their methods and to use approaches that best serve the research question (Allemang, Sitter and Dimitropoulos 2021). Given the diverse nature of the data used in this research (quantitative and qualitative), and the multidimensional aspects of assessing effectiveness, pragmatism allows for the

employment of a mix of research methods to gather comprehensive insights. Pragmatism also advocates for examining a phenomenon in its entirety, considering its context and practical implications as explained by Allemang, Sitter, and Dimitropoulos (2021). In this study, the researcher is not only looking at the direct impact of audiobooks on reading skills but also considering factors like the school's curriculum, linguistic background, and the tools in teaching and learning, which is aligned to pragmatism as a holistic approach. Also, pragmatism aligns well with the overall research objective and questions that seek to understand the practical utility and effectiveness of the interventions in a manner that is relevant to the participants and the educational context.

3.2 Research design

This research used a cross-sectional study design and a mixed method approach. The utilization of a mixed methods approach allows the researcher to capture a more comprehensive understanding of the research problem by combining qualitative data which offers depth and context, and quantitative data which offers statistical trends and generalizability (Dawadi, Shrestha and Giri 2021). On the same note, Harvard Catalyst (2022) explains that the use of mixed methods approach ultimately leads to more practical and actionable recommendations, addressing both the “what” and “why” aspects of the research questions. In this study, qualitative data were obtained through the analysis of responses from semi-structured interviews conducted in various schools in Dubai, which provides rich insights into the perceptions and experiences of participants. On the other hand, quantitative data, derived from Google Forms responses, were analyzed to quantify, and validate the trends and patterns identified in the qualitative findings. The use of both types of data in this research helped validate and collaborate findings which adds credibility and reliability to the overall

study. The selection of semi-structured interviews and the use of Google Forms for quantitative data thus aligned with the goals of the study, providing a comprehensive approach to gathering both qualitative and quantitative insights on the effectiveness of audiobooks in enhancing Arabic reading skills among students and the role of parents in this context. Also, Google forms provide real-time data collection and analysis, which enables quick insights and timely adjustments to the research approach if necessary. Google Forms can equally be accessed remotely, allowing participants to respond at their convenience (Vasantharaju and N.S. 2016). This is particularly advantageous in this study which involved diverse populations with varying schedules. The convergence of evidence from both sets of data sources strengthens the overall research conclusions, which is particularly important when dealing with complex social phenomenon that may have multiple dimensions. The mixed method approach also allowed for flexibility in adapting research methods to the nature of the research question, allowing the research to use the most appropriate tools for each aspect of a study (Dawadi, Shrestha and Giri 2021). In addition, mixed methods enhanced the credibility of the research findings by addressing the question from multiple viewpoints thereby ensuring that the findings are robust and applicable to a broader range of contexts. Given the diverse nationalities of the parents who participated in this study, quantitative data helped capture the cultural nuances and variations in their perspective, while the qualitative data provided a broader overview.

3.3 Data collection procedure

Getting ethical approval is the first step in the data collection process, which makes sure that the plan and goals of the research follow the rules set forth by the Research Ethics Committee. After receiving approval, the researcher started outlining the objectives of the

study to the participants and started using the approved procedures to gather and analyze qualitative data from semi-structured interviews. Stated differently, the researcher arranged for the participants to meet at times that worked for them. Furthermore, some of them preferred face-to-face encounters, while others preferred using Zoom to conduct the interviews. The quantitative tool for additional research on the study issue was developed using the prominent themes identified from the interviews (Schoonenboom & Johnson 2017). The principals of the schools had to provide their agreement to increase the sample size for the questionnaire in the following step. The data was then examined to clarify the conclusions of the qualitative analysis and offer background information for the study findings. Integration was developed based on the interpretation of the data, and all the data from the study's qualitative and quantitative components were examined to determine how reliable they were. After combining the results of the two approaches, the findings were presented.

3.4 Qualitative approach

A qualitative approach in research involves exploring and understanding phenomena through non-numeric data, focusing on the richness and depth of information rather than numerical measurements (Teherani et al. 2015). In this study on the effectiveness of audiobooks in enhancing the reading skills of Arabic as a second language in Dubai, the qualitative approach involved gathering information using open-ended questions in the interview. This enriched the research by providing insights into the experiences and opinions of participants, contributing to a more comprehensive assessment of the research topic. Open-ended questions allowed respondents to express their opinions and perceptions in their own words. This helped in understanding the nuances of their experience with audiobooks and how they perceive the effectiveness of this tool in enhancing reading skills. As Tenny, Brannan,

and Brannan (2022) elaborate, analyzing qualitative data involves content and narrative analysis that allows a researcher to identify patterns, themes, and trends within the responses. This deeper exploration provides a more comprehensive understanding of the participants' experiences and viewpoints. This study thus aimed to validate research questions and findings obtained from the qualitative component. Qualitative data provides context and minor distinction to quantitative results, offering a more systematic understanding of the topic. This helped ensure that the quantitative data is not only statistically significant but also meaningful in the real-world context (Tenny, Brannan and Brannan 2022). Exploration of diverse perspectives like the diversity in the nationalities of the parents, for instance, adds complexity to the study. A qualitative approach, therefore, allowed for the exploration of how cultural backgrounds might have influenced perceptions of the effectiveness of audiobooks. Open-ended questions also aid in revealing cultural distinctions that may not be captured in close-ended, quantitative responses. Understanding the role of parents in the effectiveness of audiobooks is a qualitative aspect. Exploring their attitudes, involvement, and perceptions through open-ended questions helped uncover the dynamics between parents and their children in the context of learning Arabic as a second language.

3.4.1 Interview method selection

Interviews are a powerful and versatile method for collecting qualitative data, allowing researchers to explore, understand, and interpret the experiences, perceptions, and perspectives of participants. A well-designed interview strategy incorporates both open-ended and close-ended questions, emphasizing the importance of flexibility, adaptability, and a nuanced understanding of the research goals. This flexibility is crucial for uncovering in-depth information that might not be captured through more structured methods. In addition,

interviews facilitate a deeper understanding of the context surrounding participant's experiences therefore researchers can probe for context-specific details that contribute to a more comprehensive analysis. Interviews also provide insights into the meaning individuals attribute to their experiences, emotions, and thoughts (Gill et al. 2008). There are different interview formats a researcher can choose from based on the study's goal. Structured interviews involve predetermined questions, semi-structured interviews offer a balance of predefined and open-ended questions, while unstructured interviews allow for free-flowing, open-ended questions. In-depth interviews are one-on-one interviews particularly useful for gaining detailed insights into an individual's experiences, emotions, and perspectives, while focus group interviews involve a small group of participants discussing a specific topic and can reveal shared or contrasting perspectives within a group (Tenny, Brannan and Brannan 2022). This study aimed to validate research questions and findings obtained from the qualitative component of the research related to the effectiveness of audiobooks in enhancing the reading skills of Arabic as a second language in Dubai, with a focus on student and parental perceptions. Given the nature of the study, semi-structured interviews were chosen because they provided a balance between flexibility and structure by allowing for open-ended questions and follow-up probes. Semi-structured interviews offer flexibility by allowing the researcher to deviate from the predetermined set of questions and explore emerging themes or issues. They also allow for a more confidential and secure environment compared to open-ended surveys because participants are more comfortable expressing their opinions and experiences without the potential concerns associated with written responses. Besides, semi-structured interviews are time-efficient and enable the researcher to cover a range of topics in

a relatively short amount of time which was vital in this study when considering the busy schedules, the parents had (Gill et al. 2008).

3.4.2 Sample selection

Sampling is the process of selecting a representative subset of individuals, elements, or data points from a larger population for the purpose of collecting research or drawing conclusions of the population. The choice of a sampling technique has significant implications for the generalizability and reliability of study findings and usually depends on the nature of the research, characteristics of the population, and the research goals. As illustrated by Martínez-Mesa (2016), researchers often consider trade-offs between representativeness, feasibility, and resource constraints when selecting a sampling method. In this study, a combination of purposive and convenient sampling, complemented by non-random stratified sampling was employed to ensure a comprehensive and representative sample for the investigation into the effectiveness of audiobooks in enhancing the reading skills of Arabic as a second language among students in Dubai. Purposive sampling involves selecting participants based on specific criteria relevant to the research questions based on the researcher's judgement, subjective, or selective discretion (Palinkas et al. 2015). In this study, the researcher targeted 111 parents and 11 Arabic teachers from different schools in Dubai who are directly involved in the education and language development of the students. The participants in the research were selected based on the researchers' knowledge of the respondents linguistic and cultural background. The selection criteria for parents included having children studying Arabic as a second language in Dubai. This targeted approach ensured that the respondents have a direct connection to the subject matter under investigation. Teachers were included in the sample to provide an additional perspective on the effectiveness

of using audiobooks in the classroom setting. Their inclusion was crucial for a comprehensive understanding of the impact of audiobooks on students' reading skills due to their expertise in language education and their direct interaction with students on a regular basis. In convenient sampling, participants are selected based on their willingness to participate, availability, and accessibility to the researcher (Simkus 2023). Google Forms, as the data collection method, provided a convenient platform for respondents to share their feedback and facilitated the distribution of the questionnaire, making it easily accessible to a diverse group of parents. Non-random stratified sampling is a method of selecting participants from a population in a deliberate and purposeful manner, based on specific characteristics or strata (Turner 2020, p.8). Generally, Dubai is known for its multicultural environment, and it is essential to capture perspectives from parents of various nationalities. Stratifying the sample based on nationality allowed for a more nuanced analysis of the data, as different cultural backgrounds may influence perceptions of the effectiveness of audio books in language learning. By combining purposive and convenient sampling with non-stratified sampling, the study aimed to gather rich and varied insights from both parents and teachers. These methods contributed to the precision and relevance of the research results, aligning with the goal of validating research questions and findings from the qualitative component of the study.

3.4.3 Piloting the semi-structured interview

Piloting, in the context of research, refers to the process of testing and refining research methods, instruments, or procedures on a small scale before implementing them on a larger scale. The primary goal of piloting is to identify and address potential issues, improve the effectiveness of data collection tools, and enhance the overall quality of the research process. On this basis, piloting a semi-structured interview was a crucial step in the research process as

it helped identify any ambiguous or confusing aspects of the interview questions, ensuring clarity for participants. Also, feedback from pilot testing allowed the refining and improvement of the wording, sequence, and overall structure of the interview questions. In addition, piloting helped to determine if the time allotted for the interview was appropriate, preventing rushed responses or overly lengthy sessions. Results obtained from pilot testing can also be used to ensure cultural sensitivity and enhance reliability and validity (In 2017). The first step when piloting the semi-structured interview involved selecting a sample of 11 respondents (10% of the final sample) similar to the target population but not included in the main study and conducting the interview with members of the selected sample. I noted it was very important to take detailed notes on the interview process, including any challenges or unexpected observations and the time it took to complete the interview. After the interviews it was crucial to ask for participant feedback on the clarity and relevance of the questions including difficulties faced understanding or answering the interview questions (In 2017). Later, I used the feedback received to make necessary adjustments to the wording and structure of the questions and time allocated for the interview. Piloting also gave me the opportunity to observe the interviewers' skills in maintaining a conversational tone, probing for more information, and ensuring a comfortable atmosphere. Analyzing the overall pilot data also helped look for patterns or issues that needed further exploration or modification.

3.4.4 Interview considerations

Interview considerations play a crucial role in ensuring the validity and reliability of the data collected, especially when dealing with a diverse group of respondents and addressing topics related to language learning, cultural perceptions, and educational practices (Husband 2020). Given the diverse nationalities of the parents in this study, it was essential to approach

the interviews with cultural sensitivity. Consideration was given to cultural nuances, beliefs and values that could influence respondents' perspectives on language learning and the value of audiobooks. Since this study focuses on Arabic as a second language, understanding the language background of participants is important. The interview questions were tailored to accommodate variations in language proficiency and were mindful of linguistic distinctions that could affect the perception of audiobooks. Most importantly, the interview questions were translated into Arabic to break the language barriers. As a researcher it is important to approach the interviews with an open mind and avoid imposing personal biases or preconceived notions (Mohd Arifin 2018). Questions administered during the interviews were neutral, unbiased and did not lead respondents to specific answers. Dubai is a diverse nation and factors such as educational backgrounds, socio-economic status and individual differences were considered when coming up with interview questions to ensure inclusivity and relevance to all participants. My background and understanding of the demographic characteristics allowed me to establish a good rapport with the residents, which created a comfortable and trusting environment and encouraged open and honest communication. It was also crucial to adhere to ethical guidelines in research to ensure informed consent, confidentiality, and participant anonymity as stressed by Mohd Arifin (2018). The interview questions clearly communicated the purpose of the study, the voluntary nature of participation, and how the data was going to be used.

3.4.5 Qualitative data analysis

In the qualitative data analysis process for this study, several key steps were taken to ensure credibility. The first step involved meticulous data familiarization, including the accurate transcription of interviews or open-ended responses, followed by repeated readings to

establish an overall understanding of the material. The subsequent step focused on coding, starting with open coding of raw data from the responses about participants' experiences with audiobooks and views on language learning was analyzed for basic themes; building on the open codes, axial coding, then organized these into broader categories, revealing relationships (Lester, Cho and Lochmiller 2020). In selective coding, the researcher focused on the most significant themes, addressing research questions like the effectiveness of audiobooks in enhancing Arabic reading skills compared with the traditional materials. The coded data was then grouped into broader themes through thematic analysis, revealing patterns and topics that provide a comprehensive understanding of participants' perception. Constant comparison of data ensured ongoing refinement and modification of codes and themes as new data was integrated. The researcher documented the thoughts and reflections throughout the analysis process to keep track of emerging connections and ideas. Triangulation, the comparison of qualitative and quantitative data, was then carried out to strengthen the overall validity of the study. The interpretation phase involved deriving meaning from the identified themes, providing a deeper understanding of the research questions. Finally, reflexivity prompted the researcher to reflect on their role and potential biases fostering transparency and a thoughtful approach to the qualitative component of this study (Lester, Cho and Lochmiller 2020).

3.4 Quantitative approach

A quantitative approach involves the systematic empirical investigation of observable phenomena through the collection, analysis, and interpretation of numerical data. This approach is well-suited for studies that aim to quantify relationships and generalize findings of a larger population (Elizabeth St. Clair 2022). In this study, the researcher used a structured questionnaire distributed through Google Forms which allowed for standardized responses and

efficient data collection. The questionnaire was divided into two main sections with the first part being focused on gathering demographic information, such as nationality, which provided a context for understanding the diversity of the respondents. The second part included questions directly related to the research questions which aimed to assess the effectiveness of audiobooks and the role of parents in enhancing the reading skills of Arabic as a second language. The collected quantitative data, including 111 responses, was analyzed systematically and the counting of same-type responses helped provide numerical insights into the participants' perspectives. The use of percentages alongside the raw numbers allowed for a clearer understanding of the distribution and prevalence of specific responses, providing a quantitative measure of the trends in the data. The goal of the quantitative questionnaire was to validate the research questions derived from the qualitative component of this study and this integration ensured a comprehensive and triangulated approach to understanding the research topic (Elizabeth St. Clair 2022). The diversity of the parents was also an important factor as it allowed for a more nuanced understanding of how different cultural backgrounds influence the perceptions and experiences related to the use of audiobooks.

3.4.1 Questionnaire method selection

The selection of a questionnaire as a research method is often influenced by various factors, including the nature of the research questions, target population, and research goal. This study aimed to validate and complement findings obtained from the qualitative component of the study, which indicates a need for structured data that can be quantitatively analyzed (McLeod 2023). The focus on the effectiveness of audiobooks in enhancing Arabic reading skills among second language learners suggests the need for specific and measurable responses. Considerations for a manageable sample size, 111 parents, were made to ensure

data collection efficiency while still maintaining statistical validity and also the diversity of nationalism among parents was taken into account. The sample size took into consideration the population and cultural diversity, and language learning context. The researcher chose Google Forms for data collection because it is an online, easily accessible, and user-friendly platform and it allows for efficient data collection, automated responses, and streamlined analysis (Vasanth Raju and N.S. 2016). Questions were designed with clarity and precision to ensure respondents' understanding and accurate responses. Great effort was put into ensuring the questionnaire's validity and reliability to produce accurate and consistent results.

3.4.2 Sample selection

The sampling technique employed in this study involves a combination of purposive sampling, convenient sampling, and non-random stratified sampling. Purposive sampling allowed for information to be gathered from individuals who have a direct connection to the subject matter, that is, parents of students studying Arabic as a second language. Google Forms were used to distribute the questionnaire which made it convenient for respondents to participate and ensured that data collection was quick and efficient. Non-random stratified sampling method was chosen to account for the diversity among the parents to ensure representation from different cultural backgrounds. The participants have been promised that they would not suffer any harm or be held accountable, as well as ethical considerations like their confidentiality. She also pledged to uphold and defend their right to privacy. Lastly, she specified the amount of time—between five and ten minutes that they had to respond to every question.

3.4.3 Piloting the online questionnaire

In preparation for the main data collection phase, a pilot study was conducted to assess the reliability and validity of the research instrument. The purpose of this pilot study was to ensure that the questionnaire effectively captured the information needed, analyze response patterns and time taken to complete the questionnaire, identify potential issues in question clarity, and gauge the respondents' understanding of the survey (Malmqvist et al. 2019). For the pilot study, a subset of the target population was selected, constituting approximately 10% of the total respondents. In this case, five respondents participated in the pilot test. The pilot group was chosen to be representative of the diverse nationalities of the parents involved in the study. Given the nature of this study, the most appropriate piloting method was cognitive interviewing. It is a qualitative technique that involves systematically probing respondents about their understanding of survey questions. This piloting method is particularly suitable for ensuring that questions are clear, comprehensible, and interpreted as intended by the researcher (Malmqvist et al. 2019). During the pilot study, select participants are interviewed, and while they answer the questions, the researcher probes to understand their thought process. The focus is to identify areas of confusion, uncover potential misinterpretations, and obtain feedback on the overall structure and content of the questionnaire.

3.4.4 Quantitative data analysis

In the analysis of the collected quantitative data, the researcher employed a systematic approach to derive meaningful insights. The data, gathered through Google Forms from 111 respondents, was initially coded and organized using Microsoft office tools and subsequently subjected to statistical analysis using SPSS. The first phase involved the tabulation and calculation of the number and percentage of the same type responses, especially in relation to

the demographic information obtained from the initial four questions. Subsequently, the responses to the 12 questions addressing the research objectives were analyzed to validate the research questions and cross-verify the findings from the qualitative component of the study. To present the results, a combination of figures, charts, and graphs was utilized. Demographic information was visually presented through pie charts and bar graphs, offering a comprehensive overview of the diverse nationalities of the parents involved in the study. The responses to the research questions were presented through clear and concise figures, allowing for easy interpretation and comparison. The multifaceted approach ensured that the quantitative findings were not only rigorously analyzed but also effectively communicated to facilitate a comprehensive understanding of the effectiveness of audiobooks in enhancing Arabic reading skills as a second language, along with the perceived role of parents in this context.

3.5 Mixed-methods integration

In this mixed-methods study, the researcher employed a comprehensive approach to gather insights into the effectiveness of audiobooks in enhancing the reading skills of Arabic as a second language among the students in Dubai, while also considering the role of parents. The integration of qualitative and quantitative methods was strategically implemented in the questionnaire design. The initial section included 4 open-ended questions, aiming to capture rich qualitative data regarding participants' perceptions and experiences with audiobooks. Simultaneously, the other 8 close-ended questions utilized Likert scales and other quantitative formats in the subsequent section, allowing for the systematic analysis of responses from 111 participants. This mixed-methods integration facilitated a thorough examination of both the depth and breadth of participants' views, ensuring a comprehensive validation of research

questions and findings derived from the qualitative component (Dawadi, Shrestha and Giri 2021). The diverse nationalities of the parents added a cross-cultural dimension, enriching the study's contextual relevance.

3.6 Ethical considerations

In conducting this research, a rigorous framework of ethical considerations was employed to safeguard the rights and well-being of the participants. Confidentiality measures were implemented to ensure that personal information such as names and contact details remained undisclosed. Anonymity was emphasized with participants' assigned codes or pseudonyms to protect their identities throughout the analysis and reporting processes. Informed consent was obtained through explicit consent forms, clearly outlining the study's purpose, procedures, and the rights of participants. The voluntariness of participation was underscored, allowing participants to withdraw without facing any negative consequences. The collected data, gathered through Google Forms, was explicitly designated for the sole purpose of the research, and stringent data use limitations were established to prevent unauthorized disclosure or utilization. Sensitive information, particularly regarding language skills and personal perceptions, was handled with care, reported in an aggregated and non-identifiable manner to maintain participant confidentiality (Resnik 2020). The diverse nationalities of the parents were respected, and the study sought approval from an ethics committee to ensure adherence to ethical guidelines. Moreover, the ethical framework encompassed post-study considerations, including debriefing sessions for participants to address questions or concerns and provide an overview of the research findings. Communication of results was approached with sensitivity, presenting information in a manner that protected anonymity and avoided potential stigmatization (Resnik 2020).

Throughout the research process, the researcher emphasized a commitment to using the data solely for the intended research purpose, reinforcing the importance of ethical conduct in exploring the role of audiobooks in Arabic language learning. This comprehensive ethical approach underscores my dedication to upholding the highest standards of integrity and respect for the participants involved in the study.

CHAPTER 4 : DATA ANALYSIS AND RESULTS

According to the purpose of this research, this chapter discusses the main findings and results obtained from both the qualitative and quantitative stages. The qualitative data were collected from semi-structured interviews, whereas the quantitative data were collected from questionnaire questions and analyzed using SPSS. This chapter is divided into two main sections. The first section summarizes the key findings from the qualitative interviews. The second section presents the quantitative findings and analyses from the online questionnaire.

4.1 Qualitative results

The qualitative results obtained regarding teachers' perspectives on the effectiveness of audiobooks in enhancing the reading skills of Arabic as a second language for students at their school were collected through interviews of 10 questions. The researcher interviewed 11 teachers from 6 different schools. The participants were five female and six males from different Nationalities. The interview time was approximately 30 to 60 minutes for each teacher. The researcher identified and merged the responses in order to do a frequency of thoughts to comprehend their perception and recognise patterns. The final four main themes were as follows:

- **The First Theme:**

Teachers' Perspectives on the Importance of audiobooks in enhancing the reading skills of Arabic as a second language.

- **The second Theme:**

Comparing audio books to traditional materials in the classroom.

- **The third theme:**

Challenges encountered when incorporating audio books into teaching practice.

- **The fourth theme:**

Strategies or techniques use to maximize the effectiveness of audiobooks in language learning.

4.1.1 First theme: Teachers' perspectives on the importance of audiobooks in enhancing the reading skills of Arabic as a second language

This theme aims to investigate teachers' perspectives on the importance of audiobooks in enhancing the reading skills of Arabic as a second language. It consists of five questions.

The first question asks teachers if they believe that audiobooks can benefit second language learners in improving their reading skills. They all agreed that audiobooks can be beneficial in learning Arabic as a second language and would be very helpful for the kids. Some of them provided the following reasons to support this importance:

It would be very helpful for the kids, as it would give them a chance to listen to the paragraph and include their reading skills. (Teacher 1)

I think audiobooks are effective for enhancing reading skills side by side with regular reading. (Teacher 2)

Audio books are a very good source for improving reading by reading, because they synchronize the phonetic awareness of the material with the visual letters or words, so stick with it. This has a strong positive impact on developing students' reading skills. (Teacher 3)

It will be an excellent and enjoyable field for the students, and it will be easy for the student and the teacher because it will be in Independent. (Teacher 7)

I encourage audio books because they help children who have a small vocabulary and help them acquire more vocabulary through listening skills. (Teacher 9)

The second question in this theme is: How do audiobooks help in developing pronunciation and fluency in a second language? All the teachers believe that there is a benefit of audiobooks in developing pronunciation and fluency in a second language.

Teacher 1 remarked that there will be a difference, as the student can read once, then hear his pronunciation, and then listen to the audiobooks countless times to reach his goal.

Teacher 2 commented that if there are any problems with hearing the word, they can resort to audiobooks. The teachers believe that this will be helpful in developing pronunciation and fluency in a second language. Thus, all teachers gave examples of developing pronunciation and fluency in a second language using audiobooks.

The last question in this theme is: How do the teachers find that audiobooks help students comprehend complex texts more easily? In this case, most teachers said that audiobooks would aid and help students comprehend complex texts more easily with some criteria. Most teachers *gave very powerful comments:*

If it was organized in a clear way for the students to help them with translation. (Teacher 1)

It definitely has a positive effect, as the brain focuses on understanding and comprehending more. (Teacher 3)

Of course, it means that the idea that I am the text can be heard and can come back to me, and there is also the idea that there is time in some platforms that think that you stand on the word, for example, a video of the meaning of the word, a video that helps the child more to understand the text. Another idea is to practice questions, from easier to more difficult.

(Teacher 4)

4.1.2 Second theme: Comparing audiobooks to traditional materials in the classroom

The second theme is to compare audiobooks to traditional materials in the classroom. This stage demonstrates the advantages of using audiobooks in the classroom and how they could be helpful in reading, making differences in student engagement and motivation. This theme consists of only two questions as follows:

The first question asked teachers about some of the specific advantages of using audiobooks compared to traditional reading materials in the classroom. This question was unanimously approved by most teachers, and some of them elaborated on the necessary advantages of using audiobooks in the classroom as follows:

With traditional reading materials, there is no room for improving their reading skills on their own. So, these audiobooks would help them hear their reading another time and compare it to the audio books. So, this would be helpful for the students. (Teacher 1)

I think audiobooks have higher advantages as they connect to the students minds the correct pronunciations for some words. So when they hear and see, it connects the correct pronunciation to their mind so when they read it they remember it. (Teacher 2)

One of the most important features of audio books, as we were talking about in the first question, is the idea of repetition. (Teacher 3)

I think the main advantage is making it easier for the teacher to understand the individual differences of the students. (Teacher 5)

It will be distinctive in an unusual way that keeps pace with the times, including some technology that students are interested in changing the traditional classroom environment. (Teacher 8)

The most important positive of which is that it gives students more self-confidence, so when they hear the words, they associate the words. (Teacher 9)

The second question in this theme is: Have the teachers noticed any differences in student engagement and motivation when using audiobooks compared to traditional reading materials?

All teachers observed differences in student engagement and motivation when using audiobooks, which facilitated the acquisition of the Arabic language. Teacher 1 noted that students nowadays leverage technology effectively, especially as these resources are readily available on their devices. Additionally, Teacher 3 pointed out the importance of considering students' mindset and the time it takes to learn a language. Audiobooks cater to their existing interests and make the learning process more appealing. Furthermore, Teacher 3 mentioned that this approach not only attracts students but also alleviates their fear and difficulty when reading in a non-native language.

In addition, Teacher 6 explained that students are accustomed to the teacher reading aloud, followed by a colleague, and later the opportunity for individual selection. This experience can encourage even those students who have not previously participated or are typically shy. Finally, Teacher 9 emphasized that most students now prefer using technology

in their learning and taking responsibility for their learning process. Audiobooks play a crucial role in achieving this goal with students.

4.1.3 Third Theme: Challenges encountered when incorporating audio books into teaching practice

The third theme is to investigate the difficulties encountered when incorporating audiobooks into teaching practice. This theme revolves around one question: What challenges have teachers encountered when incorporating audiobooks into their teaching practice? Most teachers have indicated that the most significant challenge is how to effectively utilize audiobooks. The researcher will present the findings as follows:

If the teacher trained the students effectively and how to use the audiobooks in a clear way, he would not encounter challenges. However, if there is no clear way for the organization of the content, and it is not clear to the students, there would be a challenge with teaching the students. (Teacher 1)

There would be a lot of challenges when mixing both practices, we will face the problem of the lack of knowledge of vocabulary, unless the audiobooks are available in a specific curriculum we use, in that case if most words are known to words there's no problem in understanding the rest, yet overall, the words would be new to the students. (Teacher 2)

Challenges for student listening. Whenever the class size is large, twenty-two students can all have fun together. (Teacher 7)

There are many challenges. Time, of course. Number of classes available. We have students outside the classroom environment. (Teacher 8)

There are financial challenges, of course, because the books are not available in abundance, and although they are available in some schools, in others it is difficult as well because the books do not match. Maybe when we come to talk about challenges. (Teacher 11)

4.1.4 Fourth Theme: Strategies or techniques use to maximize the effectiveness of audio books in language learning

The purpose of this theme is to suggest and recommend strategies or techniques used to maximize the effectiveness of audiobooks. These approaches and recommendations will be factors that enhance language learning using audiobooks. This theme consists of four questions. The researcher will present the findings as follows:

The first question of this theme is: Are there any particular strategies or techniques the teachers use to maximize the effectiveness of audiobooks in language learning.? Most teachers provided powerful recommendations that affect and enhance the way audiobooks are used. In addition, teachers here describe different effective techniques and tools that could be useful as follows:

Using remote applications like google classroom and teams to share audiobooks with students. The student can record his reading then comparing to the audio, or listening to the audio and repeating after it until it is perfected. (Teacher 1)

I would put the audiobook first for the students to listen to the correct pronunciation, then use what they listened to enhance their reading skills. (Teacher 2)

Dividing the students from the beginning of the year according to levels, whether A, B, C, or D. Each level has specific activities that the boy can deal with, and then in the second stage, which is the understanding stage, the idea of listening is accepted, and then the boy can respond to this listening or reading by answering some examples. (Teacher 4)

It can be designed based on cartoons or, for example, Korean films. It's not just pictures. Animated or stylized images. It could be the audio department. (Teacher 8)

On more than one program. Currently, we are using it, and it is a program that confuses the iStart Confusion program, which is an electronic library that contains a collection of stories almost on a weekly basis. (Teacher 9)

Of course, I could make it pair work. Allow two to use the same one to have a sense of sharing. I could use it with the students and their parents and record it for me for later use. I used 'I read Arabic' as well as "Kotoby" As audiobooks, they all offer the same option to listen, read, and record. (Teacher 10)

The second question in this theme is: Are there any specific criteria you consider when selecting audiobooks for second language learners? What factors do you take into account? In response to this question, teachers recommend criteria and factors based on their experiences and educational strategies. Teachers 1, 7, and 9 consider the student's proficiency level, whether they are beginners, intermediate learners, or advanced students. Additionally, some students can look up unfamiliar words on their own using tools such as Google Translate or a specific dictionary. On the other hand, teachers 2, 3, and 10 emphasize the need for audiobooks with visual aids like flashcards or photos, utilizing dual coding to aid in comprehension without requiring direct teacher intervention.

The third question in this theme is: How do teachers balance the use of audiobooks with other reading activities in your classroom? In this stage, the teachers demonstrated how they balance the use of audiobooks with other reading activities and why they find it necessary to supplement them with additional materials or exercises. Here, teachers explained the steps

they use to complement audiobooks with other materials. Teachers 1 and 2 shared the steps they use, starting with presenting the students' reading on the screen and asking the students to listen carefully. Then, they played the audiobook to allow the students to hear the difference. They also highlighted the need to supplement audiobooks with explanations for words and questions related to the passage, as it challenges students to understand the text better. Teacher 3 pointed out that if this approach is applied once a week, significant improvements can be observed. Any additional activities are seen as beneficial and can enhance and evaluate understanding. Additionally, Teachers 5 and 6 consider audiobooks as the starting point for other reading activities. This is because the ultimate goal of using audiobooks is to reach a higher level of reading comprehension, extended reading, or in other words, understanding. The final question on this theme is: what is the long-term impact of incorporating audiobooks into language learning according to the teacher's opinions? All teachers in this question emphasized the importance of these technologies in the long term, as they enable continued language practice even when not actively studying. In this field, Teachers 1, 2, 5, 6, and 10 highlighted the benefits of this technology not only for a specific timeframe but also outside of the classroom. It helps students by allowing them to immerse themselves in the Arabic language through listening, which enhances their language journey. On the other hand, Teachers 3, 7, and 8 pointed out that this approach would have a lasting impact because it makes reading more enjoyable for students. Meanwhile, Teacher 4 mentioned that the suitability of this resource depends on the student's abilities and whether it meets their needs in terms of language ease.

4.2 Quantitative results

Collected quantitative data sets were analyzed using SPSS. The number of responses was 111, and these responses were counted to determine both the number and percentage of similar-type responses. The goal of the quantitative questionnaire was to validate the research questions and examine the findings obtained from the qualitative component of the study to assess the effectiveness of audio books in enhancing the reading skills of Arabic as a second language in the UAE, as well as how students perceive their usefulness. The researcher's objective is also to understand the effectiveness of audio books in enhancing the reading skills of Arabic as a second language and the role of parents in this context. These questionnaire findings were collected using Google Forms. The first four questions aimed to gather demographic information from the respondents, followed by eight questions designed to answer the research questions.

4.2.1 Demographic information

The nationalities of the parents were diverse. All parents had second nationalities. British and American nationalities were the most prevalent in comparison to other nationalities.

Table 1: Gender distributions according to male and female

	Gender	
	Frequency	Percent
Male	30	27.0
Female	81	73.0
Total	111	100.0

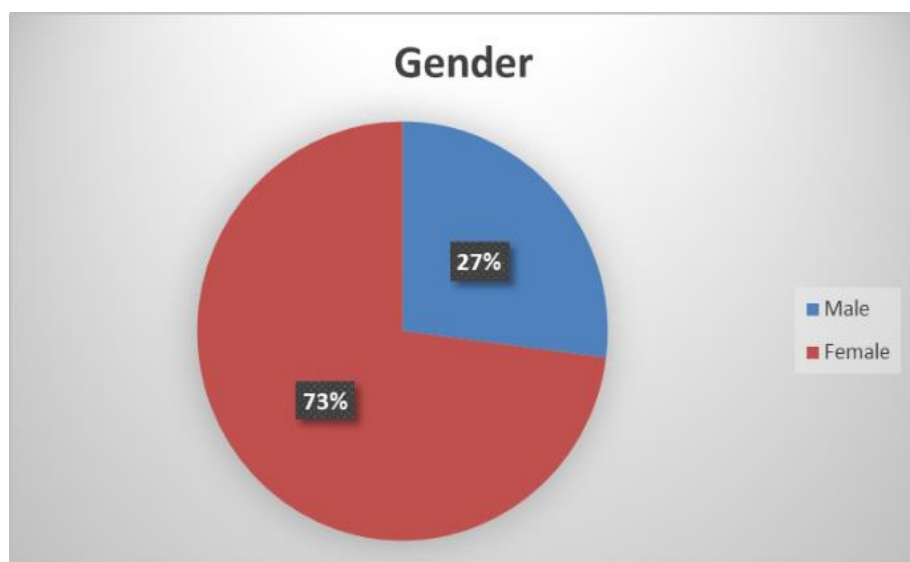


Figure 2: Gender distributions according Male and Female

Table 2: Child's distribution on the school curriculum

Child's school curriculum		
	Frequency	Percent
British	106	95.5
American	3	2.7
IB	1	0.9
Other	1	0.9
Total	111	100.0

The parents' gender was distributed with 30 males, which is about 27%, and 81 females, accounting for approximately 73%, as shown in Table 1 and Figure 2.

The distribution of children in the school curriculum is shown in Table 2 and Figure 3. The number of children in British curriculum schools is approximately 106, accounting for about 95.5% of the total. Additionally, 3 children follow the American curriculum, making up about 2.7% of the total. On the other hand, only 1 child follows the International Baccalaureate curriculum, and 1 other follows a different curriculum, constituting approximately 0.9% of the total. The highest number of students are following the British curriculum (Table 2 and Figure 3).

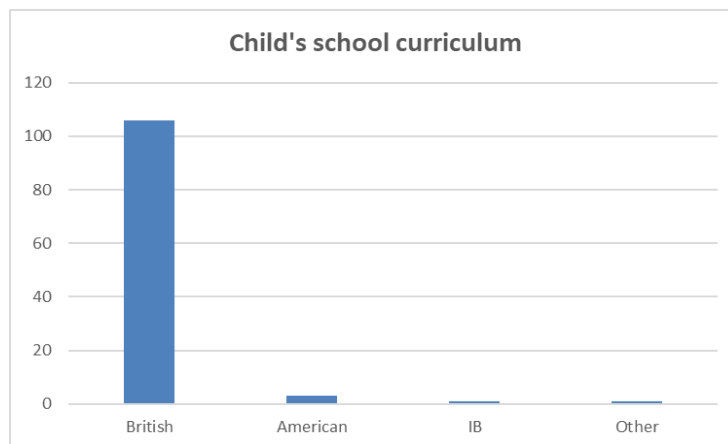


Figure 3: Child's distribution on the school curriculum

Table 3 and Figure 4 depict the distribution of the children by grade. The number of children in grade 9 is approximately 39, which is the highest, representing 35.1% of the total. Additionally, there are about 34 children in grade 8, accounting for approximately 30.6%. Furthermore, there are 35 children in grade 7, making up approximately 31.5%. Finally, only 3 students are in the 6th grade, comprising approximately 2.7% of the total (Table 3, Figure 4).

Table 3: Child's distribution according to grade/year

Child in grade/year		
	Frequency	Percent
6	3	2.7
7	35	31.5
8	34	30.6
9	39	35.1
Total	111	100.0

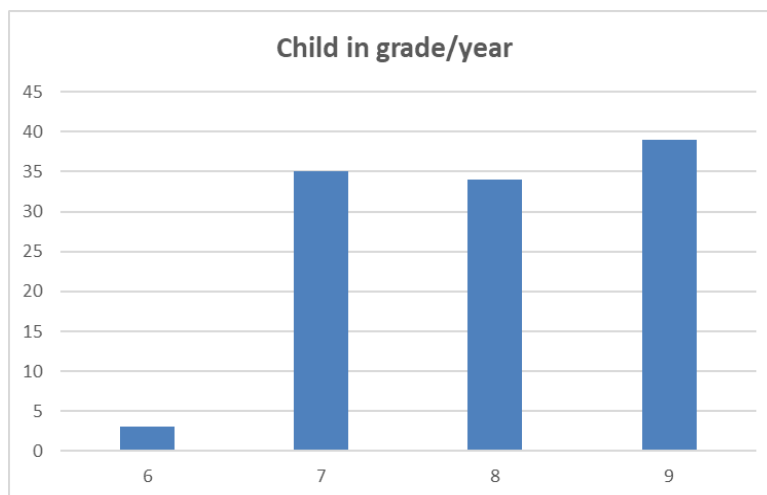


Figure 4: Child's distribution according to grade/year

4.2.2 Findings about usage of Audiobooks for Non – Arabic students in Dubia

The fifth question was: "How familiar are the parents with the concept of audiobooks?" Table 4 and Figure 4 show the findings of this question. The results show that 45 of the parents who answered the questionnaire are very familiar with the concept of audiobooks, with a percentage of about 40.5%. Additionally, 40 parents are slightly familiar with this concept, with a percentage of about 35.9%. On the other hand, 14 of the parents are extremely familiar with this concept, which is about 12.6%. Conversely, 12 parents are not familiar at all with the

concept of audiobooks, accounting for about 10.8%. These results indicate that the highest percentage of parents, 99 in total, are familiar with audiobooks, making up 90% (Table 4 and Figure 5).

Table 4: Parents who are familiar with the concept of audiobooks

How familiar are the parents with the concept of audiobooks?		
	Frequency	Percent
Not familiar at all	12	10.8
Slightly familiar	40	36.0
Very familiar	45	40.5
Extremely familiar	14	12.6
Total	111	100.0

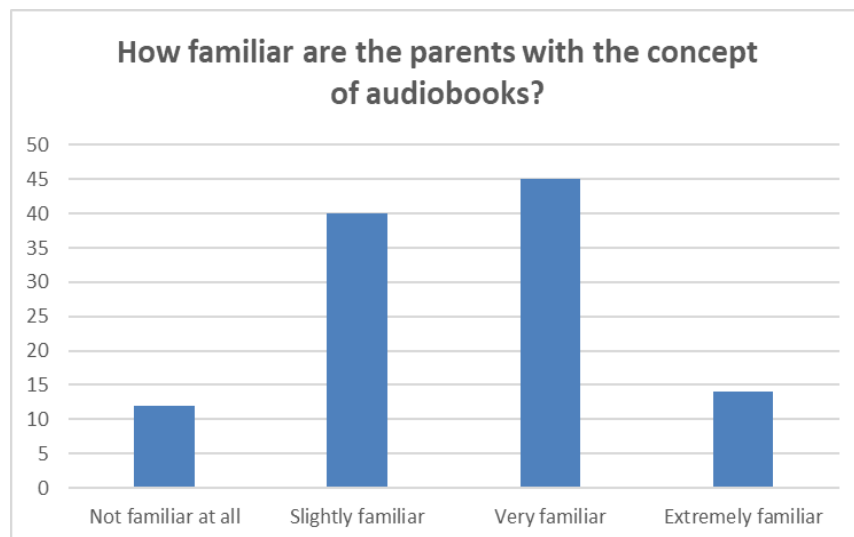


Figure 5: Parents who are familiar with the concept of audiobooks

Findings about question 6 of the questionnaire show that parents were asked, "Do they believe that audiobooks can be an effective learning tool for non-Arab students in Dubai?" These findings are presented in Table 5 and Figure 5. Results indicate that 72 of the parents agree that audiobooks can be an effective learning tool for non-Arab students in Dubai, which

accounts for 64.9%. Additionally, 30 parents strongly agree with this statement. On the other hand, 6 parents disagree, which is approximately 5.4%, and 3 answered with "strongly disagree," about 2.7% (Table 5 and Figure 5). These results indicate that the highest number of parents, about 102 (90.9%), agree or strongly agree that they believe audiobooks can be an effective learning tool for non-Arab students in Dubai.

Table 5: Parents who believe that audiobooks can be an effective learning tool for non-Arab students in Dubai

Does the parents believe that audiobooks can be an effective learning tool for non-Arab students in Dubai?		
	Frequency	Percent
Strongly disagree	3	2.7
Disagree	6	5.4
Agree	72	64.9
Strongly agree	30	27.0
Total	111	100.0

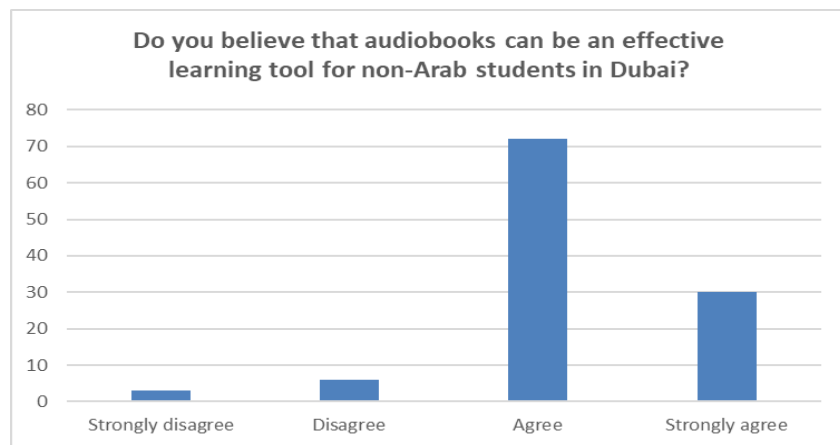


Figure 6: Parents who believe that audiobooks can be an effective learning tool for non-Arab students in Dubai

Table 6 and Figure 7 show the findings related to Question 7: 'Have the parents ever used audiobooks to support your child's learning?' Results show that 69 of the parents answered 'No,' accounting for approximately 62.2%, while 42 parents answered 'Yes,' which is about 37.8%. These results indicate that the highest number of parents, 69 (approximately 62.2%), haven't yet used audiobooks to support their child's learning. It's worth noting that the majority of parents are familiar with audiobooks and believe in their effectiveness as a learning tool for non-Arab students in Dubai (Tables 4 and 5, Figures 5 and 6).

Table 6: The parents' usage of audiobooks to support your child's learning

Have the parents ever used audiobooks to support your child's learning?		
	Frequency	Percent
Yes	42	37.8
No	69	62.2
Total	111	100.0

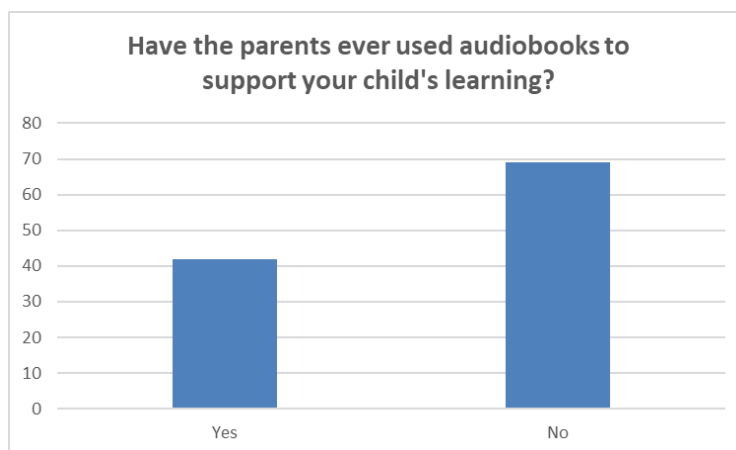


Figure 7: The parents' usage of audiobooks to support your child's learning

The benefits of audiobooks for parents' observations when using audiobooks for their child's learning were observed in question 8 (Table 7 and Figure 8). Results showed that 37 parents realized that the audiobook tool improved listening skills, with a percentage of about 33.3%. In addition, 31 of the parents agreed that audiobooks improved pronunciation and speaking skills in their child's learning, while 20 parents believed that it resulted in greater engagement and interest in learning, with a percentage of about 18%. Furthermore, 16 parents (about 14.4%) answered that this tool increased vocabulary development. Only 7 of the parents, approximately 6.3%, stated that audiobooks enhanced comprehension of the material (Table 7 and Figure 8).

Table 7: Benefits have the parents observed when using audiobooks for their child's learning

What benefits have the parents observed when using audiobooks for their child's learning?		
	Frequency	Percent
Improved listening skills	37	33.3
Increased vocabulary development	16	14.4
Greater engagement and interest in learning	20	18.0
Improved pronunciation and speaking skills	31	27.9
Enhanced comprehension of the material	7	6.3
Total	111	100.0

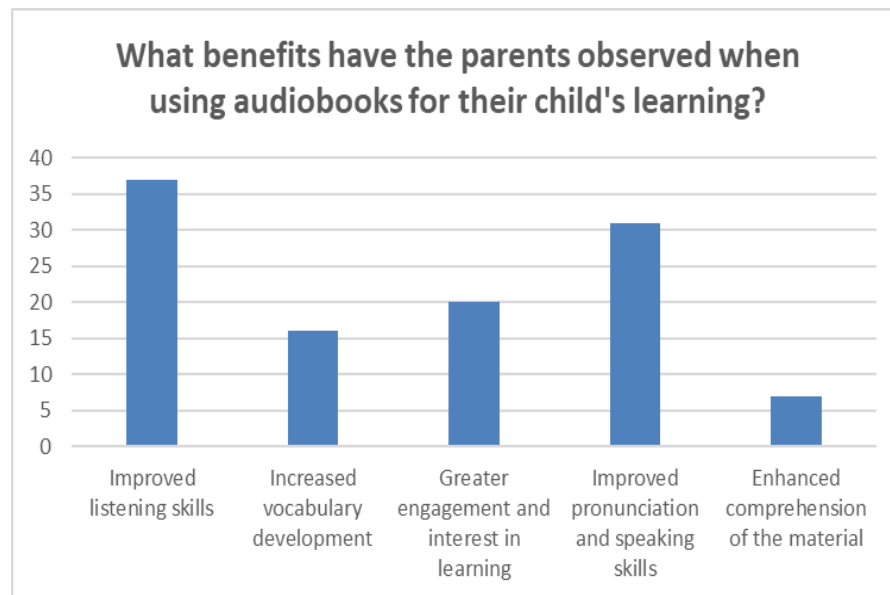


Figure 8: Benefits have the parents observed when using audiobooks for their child's learning

Challenges or drawbacks that parents encountered when using audiobooks were asked about in question 9 (Table 8 and Figure 9). The results show that the difficulty of finding appropriate content for the child's age/grade level was answered 34 times by parents, which is about 30.6%. In addition, 23 parents chose the limited availability of audiobooks in desired languages, accounting for approximately 20.7%. Meanwhile, 15 of the parents (approximately 13.5%) mentioned distractions caused by the audio format, which is equal to the difficulty of finding appropriate content for the child's age/grade level (also about 13.5%). On the other hand, 24 parents reported that they had not encountered any challenges, which is about 21.6% (Table 8 and Figure 9).

Table 8: Challenges or drawbacks have the parents encountered when using audiobooks

Are there any challenges or drawbacks the Parents have encountered when using audiobooks?		
	Frequency	Percent
Limited availability of audiobooks in desired languages	23	20.7
Difficulty finding appropriate content for the child's age/grade level	34	30.6
Distractions caused by audio format	15	13.5
Reduced focus on reading skills	15	13.5
None, I have not encountered any challenges	24	21.6
Total	111	100.0

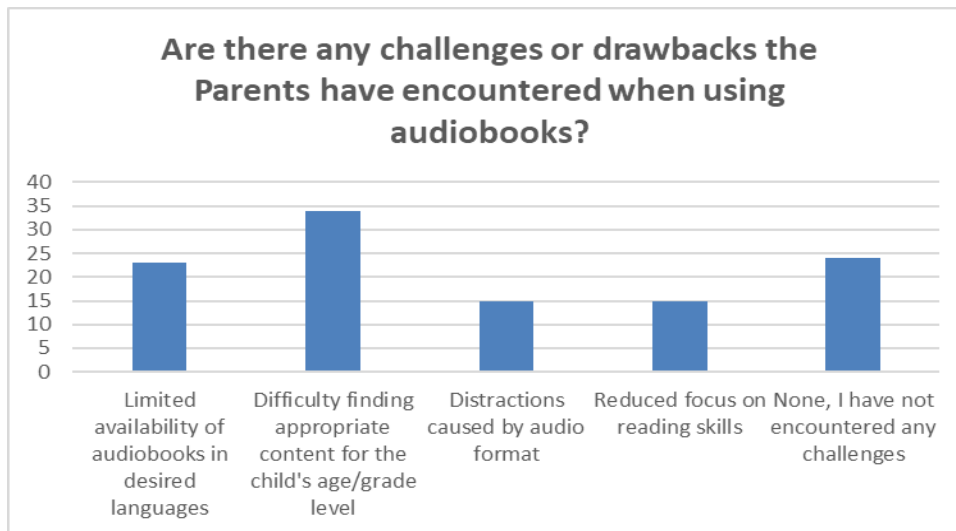


Figure 9: Challenges or drawbacks have the parents encountered when using audiobooks

Parents were asked in question 10: "How do parents perceive the impact of using audiobooks on your child's Arabic language skills?" Findings show that the highest number of parents have a positive perception of the impact of using audiobooks on their child's Arabic

language skills, with 85 out of 111 parents, accounting for 76.6%. Moreover, 17 of the parents have a neutral perception of this criteria, representing 15.3%. On the other hand, only 9 parents answered that perceiving the impact of using audiobooks on their child's Arabic language skills is not applicable (Table 9 and Figure 10).

Table 9: Perceiving the impact of using audiobooks on your child's Arabic language skills

How do parents perceive the impact of using audiobooks on your child's Arabic language skills?		
	Frequency	Percent
Positive impact	85	76.6
Neutral impact	17	15.3
Not applicable	9	8.1
Total	111	100.0

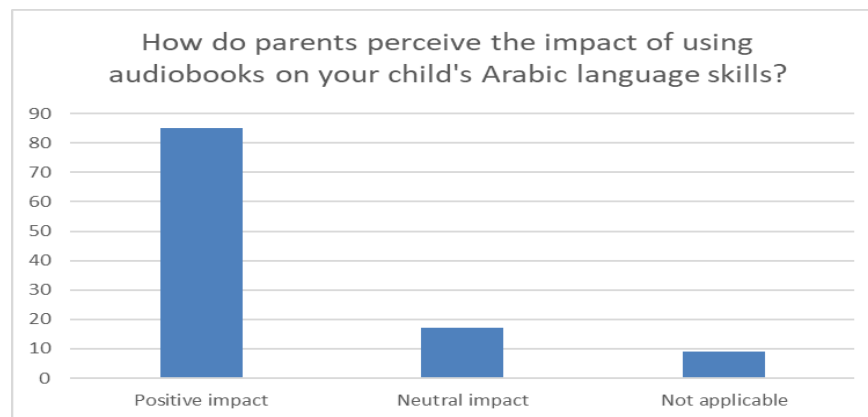


Figure 10: Perceiving the impact of using audiobooks on your child's

The last question of the survey was: How likely are the parents to recommend the use of audiobooks to other parents of non-Arab students in Dubai? Table 10 and Figure 11 show the results related to this question. Findings show that 66 of the parents (about 59.5%) are

likely to agree with these criteria, and 31 are very likely to recommend the use of audiobooks, about 27.9%. On the other hand, 12 parents (about 10.8%) are unlikely to recommend the use of audiobooks, and 2 parents are very unlikely, with a percentage of about 1.8% (Table 10 and Figure 11).

Table 10: Parents recommend the use of audiobooks to other parents of non-Arab students in Dubai

How likely are the parents to recommend the use of audiobooks to other parents of non-Arab students in Dubai?		
	Frequency	Percent
Very unlikely	2	1.8
Unlikely	12	10.8
Likely	66	59.5
Very likely	31	27.9
Total	111	100.0

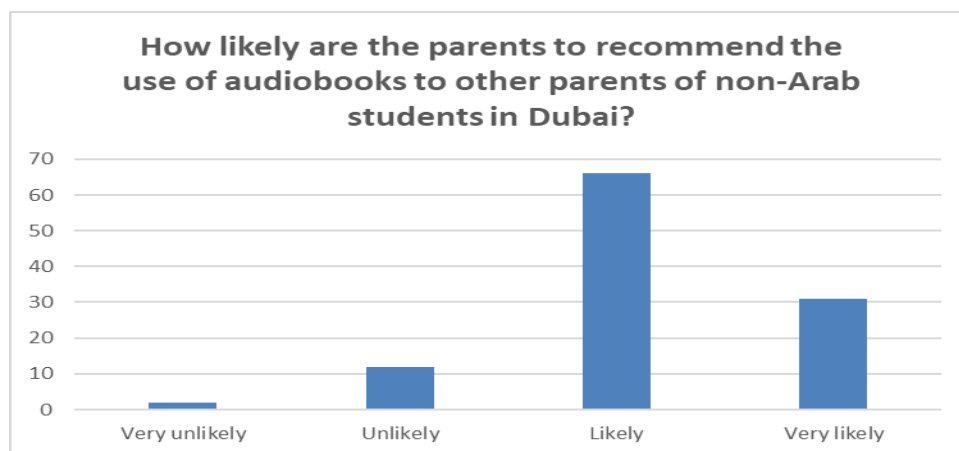


Figure 11: Parents recommend the use of audiobooks to other parents of non-Arab students in Dubai

4.3 Discussion of the results

The study addresses pedagogical concerns regarding the enhancement of Arabic reading proficiency as a second language: Unveiling the significance of audiobooks for middle school students. The focus of this paper is to emphasize the importance of audiobooks and demonstrate that they can be a valuable tool in enhancing reading skills and language acquisition. Audiobooks provide learners with an immersive and interactive experience, combining both oral and written language comprehension. By listening to narrated texts while following along with the written version, learners can improve their pronunciation, fluency, and comprehension skills. The nature of educational practices has been reshaped due to the extensive use of learning technologies. Technology and computer-based simulations are quickly becoming key instruments in teaching and learning for all subjects. The results of both the interviews and the questionnaire are discussed in this section in the context of the research questions posed in the presented study. The responses of teachers show that they are aware of the importance of audiobooks. They all agreed that audiobooks can benefit the learning of Arabic as a second language and would be very powerful for the kids. In addition, when comparing audiobooks to traditional materials in the classroom, traditional methods of teaching Arabic as a second language primarily focus on textbooks and classroom instruction. Some teachers elaborated on the advantages of using audiobooks in the classroom, which connect students' minds to the correct pronunciations of some Arabic words.

The results emphasized that there is a positive Attitude Towards Audiobooks as All the teachers agreed that audiobooks can benefit second language learners in improving their reading skills. They expressed a positive attitude towards the use of audiobooks in the context of teaching Arabic as a second language. Additionally, teachers believed that audiobooks are

effective in enhancing reading skills, especially when used in conjunction with regular reading. They mentioned that audiobooks provide students with the opportunity to listen to the text while reading, which helps in developing phonetic awareness and synchronization with visual letters or words. And it offers an excellent and enjoyable learning experience for students. This positive learning environment can make it easier for both students and teachers, as it promotes independent learning. However, some teachers pointed out that audiobooks can be particularly helpful for students with a limited vocabulary. Audiobooks can assist these students in acquiring more vocabulary through listening skills, making the language learning process more effective. On the other hand, all teachers believe that audiobooks have a positive impact on developing pronunciation and fluency in a second language, as students can benefit from audiobooks by reading a text, hearing their own pronunciation, and then listening to the audiobooks repeatedly to improve their pronunciation and fluency because they provided examples to support this belief. Whereas, audiobooks have emerged as a promising tool for language learners, offering a unique auditory experience that complements traditional language-learning approaches (Marchetti and Valente 2018). Particularly, the integration of audiobooks into language learning has proven to be a valuable asset in enhancing proficiency in second languages. Research underscores the pivotal role of auditory input in language acquisition, emphasizing the significance of exposing learners to spoken language for the development of listening skills, pronunciation, and overall oral proficiency (Gong, Gao and Lyu 2020, p. 45). When asked about how audiobooks help students comprehend complex texts more easily, most teachers expressed that audiobooks can indeed aid students in understanding complex texts, but with certain conditions such as providing visual aids like videos to explain the meaning of words and incorporating practice questions of varying difficulty levels.

Interestingly, all teachers observed differences in student engagement and motivation when using audiobooks compared to traditional materials, cater to students' interests, making the learning process more appealing as it helps alleviate students' fear and difficulty when reading in a non-native language, and encourages even shy or less participative students to get involved in the learning process. Most importantly, Audiobooks introduce technology into the classroom, which aligns with students' interests and modernizes the learning environment, whereas, most students prefer using technology for learning and taking responsibility for their learning, and audiobooks facilitate this shift. Moreover, teachers unanimously approved the idea that audiobooks offer specific advantages over traditional reading materials in the classroom because:

- It provides students with the opportunity to hear their readings again, enabling self-assessment and improvement in reading skills.
- It connects the correct pronunciations of words to students' minds, aiding in pronunciation and vocabulary retention.
- Repetition, a key feature of audiobooks, is highlighted as beneficial for learning.

Furthermore, Audiobooks help teachers better understand individual differences among students. And it boosts students' self-confidence and word association. However, to encounter audiobooks as an effective tool inside the Arabic classrooms effective teacher training is required, to be able to provide clear instructions to students, in addition to selecting a good quality and convenient content. Vocabulary Knowledge: Teacher 2 points out that challenges may arise when students lack vocabulary knowledge. If audiobooks are not aligned with the curriculum and contain unfamiliar words, it can hinder students' understanding.

On the other hand, the notion of audiobooks is known to a considerable majority of parents who took part in the study, with a large portion being either extremely familiar or slightly familiar. This degree of familiarity might be viewed as advantageous when considering the possible use of audiobooks as a teaching tool for students who are not Arab. Moreover, there is a generally positive perception among parents regarding the effectiveness of audiobooks as a learning tool for non-Arab students in Dubai, with strong support for this approach.

Although the majority of parents haven't used audiobooks for their child's learning, there is recognition among parents about the potential effectiveness of audiobooks for non-Arab students in Dubai, as indicated by their familiarity with the concept and positive beliefs about their utility. Additionally, according to the parents' observations, audiobooks have a positive impact on various aspects of their child's learning, particularly in listening skills, pronunciation, engagement, vocabulary development, and to a lesser extent, comprehension this confirmed by Kushbakova, Zarina, and Shahram (2020), who stated that language acquisition is a multifaceted process, and for this reason, there is continuous exploration of innovative methods to enhance language proficiency. Even though, while many parents found audiobooks to be beneficial, some of them had no experience with audiobooks in Arabic, however they do have in English language, additionally notable percentage faced challenges related to content suitability, language availability, and distractions caused by the audio format. Also, a significant portion of parents did not encounter any significant issues when using audiobooks. Overall, the majority of parents are inclined to recommend the use of audiobooks, indicating a positive attitude towards their effectiveness as a learning tool for non-Arab students in Dubai. To establish a connection between the perspectives of teachers and parents, content remains a primary challenge for them, despite the availability of various

educational platforms such as Asafeer, Kotobi, language nut, and I read Arabic. Moreover, schools invest substantial financial resources in subscribing to these platforms. Therefore, it is recommended that there be a collaborative effort among department heads to deliberate on the content to be delivered to students and make necessary adjustments that align with the students' age group, curriculum, and educational objectives, aiming to enhance its overall effectiveness.

CHAPTER 5 : CONCLUSION

5.1 Major findings

This study underscores the critical importance of Arabic reading proficiency as a second language for non-native learners, particularly in the multicultural educational landscape of Dubai. Proficiency in Arabic is essential not only for effective communication but also for educational attainment and integration into Arabic-speaking societies. The development of reading skills is a key component of language learning, as it enables learners to expand their vocabulary, comprehend written texts, and improve overall language proficiency.

Traditional methods of teaching Arabic as a second language have primarily focused on textbooks and classroom instruction. However, the widespread usage of learning technology, especially after the COVID-19 pandemic, has transformed the educational landscape. Technology and computer-based simulations are emerging as critical tools in teaching and learning for all subjects, including language learning. The integration of technology has significantly enhanced teaching and learning experiences, particularly in foreign language education. Audiobooks have emerged as a promising tool for enhancing reading skills and language acquisition. They provide learners with an immersive and interactive experience, combining oral and written language comprehension. Audiobooks have been found to improve pronunciation, fluency, and comprehension skills.

This study focuses on the significance of audiobooks in enhancing Arabic reading proficiency as a second language, particularly for middle school students in Dubai. The research conducted here reveals that teachers are aware of the benefits of audiobooks and hold a positive attitude towards their use in teaching Arabic as a second language. Audiobooks

have been observed to enhance students' motivation, pronunciation, fluency, and comprehension. They also offer advantages over traditional reading materials, such as the ability to hear readings repeatedly and connect correct pronunciations to students' minds. Parents also recognize the potential of audiobooks for non-Arab students in Dubai, with many finding them beneficial for their child's learning. While some challenges related to content suitability and language availability exist, a significant portion of parents did not encounter any significant issues when using audiobooks. Overall, parents are inclined to recommend the use of audiobooks, indicating a positive attitude towards their effectiveness as a learning tool. Furthermore, the study highlights the importance of collaboration among educators and department heads to deliberate on content delivery and alignment with students' needs, curriculum, and educational objectives when using digital platforms like Asafeer, Kotobi, language nut, and I read Arabic. In summary, the integration of audiobooks and technology into Arabic language instruction for non-native learners in Dubai's middle schools can lead to more engaging, effective, and personalized learning experiences. This research provides valuable insights into the potential benefits of audiobooks and technology in enhancing Arabic reading proficiency and contributes to the ongoing efforts to improve Arabic language education for non-native learners in Dubai.

5.2 Implication for action

Based on these results, this study proposes several ways that can be utilized to activate audiobooks as an educational tool within Arabic language classrooms. This is due to the numerous advantages highlighted in the previous research and to support and assist teachers in using practical and beneficial educational means for teaching Arabic as a second language in middle schools in Dubai.

The first step is to enhance students' awareness of the efficacy of audiobooks as a supplementary tool for enhancing their reading skills.

Second, Examining the correlation between audiobooks and the curriculum, beside contemplating the integration of audiobooks into the standard weekly homework assignments.

Third, allocating an adequate budget is imperative for the exploration of practical platforms that offer high-quality audiobooks as a valuable resource to facilitate student learning.

Fourth, both parental and teacher training is imperative to facilitate the effective utilization of audiobooks, as not all teachers or parents have effectively employed audiobooks thus far.

Lastly, it is advisable to integrate cross-curricular connections between the subjects being studied and the language content, thereby enhancing the overall meaningfulness of the learning experience for the students.

5.3 Limitation and future recommendations

The results of this study can aid in the creation of more thorough and creative teaching strategies that meet the various learning requirements of Arabic language learners.

Furthermore, they can support teachers and language instructors in making well-informed judgements on the incorporation of audiobooks into their curricula and teaching methods, which will foster an environment that is more dynamic and interesting for Arabic language learners. Additionally, using audiobooks as a learning tool might help Arabic language learners themselves by perhaps enhancing their reading fluency, comprehension, and pronunciation accuracy as well as boosting their confidence and drive. Consequently, this has the potential to improve their general language skills and ease their assimilation into Arabic-

speaking societies. Nonetheless, certain limitations may affect the study's validity and generalizability, as the results are susceptible to certain restrictions. First off, although the study's focus was on the variety of curricula offered in Dubai's schools, the majority of the questionnaire respondents were parents whose kids are enrolled in the British curriculum. Furthermore, in the interview section, there were only a few teachers from IB schools who participated, and none from American schools. Thus, the researcher recommends that future studies concentrate on the specifics of integrating audiobooks into Arabic classes while accounting for different curricula, such the IB and American curricula, in addition to different key stages. The researcher suggests that in order to confirm the degree of student participation and behaviour regarding audiobooks in Arabic classrooms, future study should depend on classroom observations. Furthermore, combining survey and interview data can yield more precise information that is applicable to a variety of educational settings. Lastly, the content of the audiobooks is a matter to be investigated, in relation to the diversity of the curriculum in Dubai.

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Appendices

Appendix A: Interview Transcripts

Interview 1:

1- How do you believe audio books can benefit second language learners in improving their reading skills?

In my opinion, it would be very helpful for the kids, as it would give them a chance to listen to the paragraph, and include their reading skills.

2- In your experience, what are some of the specific advantages of using audio books compared to traditional reading materials in the classroom?

With traditional reading materials, there is no room for improving their reading skills on their own. So, these audio books would help them hear their reading another time and compare it to the audio books. So this would be helpful for the students.

3- How do audio books help in developing pronunciation and fluency in a second language? Can you provide some examples?

There will be a difference. As the student can read once, then hear his pronunciation, then listen to the audiobooks countless times to reach his goal.

4- Are there any particular strategies or techniques you use to maximize the effectiveness of audio books in language learning? Could you share some of these approaches?

Of course, there are many ways. For example, using remote applications like google classroom and teams to share audiobooks with students. The student can record his reading then comparing to the audio, or listening to the audio and repeating after it until it is perfected.

5- Do you find that audio books help students comprehend complex texts more easily? If so, can you explain why this might be the case?

IF it was organized in a clear way to the students to help them with translation. If it was just the passage, I think it would be helpful, as it would help enhance and develop understanding. The understanding possibly needs translation, or a dictionary in the book, especially if there is a dictionary for a word's pronunciation, that would give a detailed explanation. If they click on a word they could hear it and understand it, that would be helpful.

6- What challenges have you encountered when incorporating audio books into your teaching practice? How have you addressed these challenges?

The most important is how to use the audiobooks. If you trained the students effectively and how to use the audiobooks in a clear way, I would not encounter challenges. However, if there is no clear way for the organization of the content, and it is not clear to the students, I think there would be a challenge with teaching the students

7- Have you noticed any differences in student engagement and motivation when using audio books compared to traditional reading materials? If yes, could you elaborate on these observations?

As I told you, the audiobooks would help the students compared to traditional reading materials. Firstly, students nowadays use technology, which helps them in an effective way, especially as the sources would be available easily on their devices. Also, it would help with hearing, as they normally like to listen, and it would help the information to resonate in their minds. Then read again then listen, that is effective. Traditional books don't help with pronunciation, especially if they were to practice at home and the teacher is not available nor are other people to help. All they can do is just read from it. If there is an audiobook, they can hear how to pronounce it and improve it. With that there is a difference.

8- Are there any specific criteria you consider when selecting audio books for second language learners? What factors do you take into account?

Yes, based on the level of the student. It is for beginners, intermediate, and advanced. There are also students who can search for the words on their own via google translate or a specific dictionary. Some students find difficulty in doing that, thus checking if they are capable of doing that or providing a dictionary or they will find difficulty.

9- How do you balance the use of audio books with other reading activities in your classroom? Do you find it necessary to supplement audiobooks with other materials or exercises?

I give the students a passage to read from. Then, I present the students reading on the screen, and I ask the students to listen carefully, then I play the audiobook, to allow the students to hear the difference. To help learn the difference and also use the audiobooks in the future. Of course we need to supplement audiobooks. There has to be other questions, for example, the explanation for words, as well as questions for the passage, as it challenges students to understand the passage.

10- In your opinion, what is the long-term impact of incorporating audio books into language learning? Have you observed any lasting benefits in your students' reading skills beyond the immediate classroom context?

Normally, students find shortcuts for their studies, especially year 11's. With audiobooks they'll have access to it with technologies they already use. And even after they graduate it'll help to continue practicing the language, as they will still have access to it even when not

learning the language. Outside of the class, it'll help them even just listen to the Arabic language, which would help with their language journey.

Interview 2:

1- How do you believe audio books can benefit second language learners in improving their reading skills?

I think audiobooks are effective for enhancing reading skills side by side with regular reading.

2- In your experience, what are some of the specific advantages of using audio books compared to traditional reading materials in the classroom?

I think audiobooks have higher advantages as it connects to the students minds the correct pronunciations for some words. So when they hear and see, it connects the correct pronunciation to their mind so when they read it they remember it.

3- How do audio books help in developing pronunciation and fluency in a second language? Can you provide some examples?

In addition to my answer, if there are any problems with hearing the word, they can resort to audiobooks.

4- Are there any particular strategies or techniques you use to maximize the effectiveness of audio books in language learning? Could you share some of these approaches?

I would put the audiobook first for the students to listen to the correct pronunciation, then use what they listened to to enhance their reading skills.

5- Do you find that audio books help students comprehend complex texts more easily? If so, can you explain why this might be the case?

I don't think so, but I think it does aid it with the way to pronounce it and could help understand it, but I don't think so completely especially if it were a new passage for the students.

6- What challenges have you encountered when incorporating audio books into your teaching practice? How have you addressed these challenges?

In the case of teaching non Arabs, there would be a lot of challenges when mixing both practices, we will face the problem of the lack of knowledge of vocabulary, unless the audiobooks are available in a specific curriculum we use, in that case if most words are known to words there's no problem in understanding the rest, yet overall the words would be new to the students.

7- Have you noticed any differences in student engagement and motivation when using audio books compared to traditional reading materials? If yes, could you elaborate on these observations?

I think yes. We need to take into consideration the age of the mindset for the students, for the amount of years it takes to learn a language, the audiobook helps with something they already care about. I think it would encourage them to be confident in themselves and their reading, as well as more of an understanding of what they read. Audiobooks should be used maybe every other week strictly from the curriculum, without getting off track.

8- Are there any specific criteria you consider when selecting audio books for second language learners? What factors do you take into account?

For sure, we need audiobooks for visual effects like flash cards or photos, with dual coding to help understand the passage without the need of the teacher

9- How do you balance the use of audio books with other reading activities in your classroom? Do you find it necessary to supplement audiobooks with other materials or exercises?

In the long term, I think it would help the students greatly with listening to the language and the diversity of the students vocabulary if we offer for them to listen weekly as agreed before, it would have an advantage with enhancing their reading skills.

10- In your opinion, what is the long-term impact of incorporating audio books into language learning? Have you observed any lasting benefits in your students' reading skills beyond the immediate classroom context?

100% as the student does not read strictly for understanding but reads to enhance their reading, as if I can read this story then I can read 100 others.

Interview 3:

1- How do you believe audio books can benefit second language learners in improving their reading skills?

In my opinion, audio books are a very good source for improving reading by reading, because they synchronize the phonetic awareness of the material with the visual letters or words, so stick with it. This has a strong positive impact on developing students' reading skills.

2- In your experience, what are some of the specific advantages of using audio books compared to traditional reading materials in the classroom?

Audio books keep students' attention more and attract students more. You maintain the attention of the students, and it is a kind of thing because every student hears the words that he is supposed to read at the same time without doing anything. This means that without the teacher being able to meet the student's need, the teacher reads with me, for example. Audio

books are rigid for students whose skill is a little weaker. This is normal for non-Arab students.

3- How do audio books help in developing pronunciation and fluency in a second language? Can you provide some examples?

I mean, as I said, they work together at the same time, it is more and the action is much greater than one working, so it does not mean that it has any effect on fluency, it is its effect on fluency on pronunciation, because it is the student when he reads an unspoken book, it will not have any effect on pronunciation. On the contrary, he may read while imagining that he pronounced it with a certain pronunciation because he had not heard it before. It becomes imprinted in his brain, and he remains imagining that he pronounced it incorrectly, just as he read it incorrectly, and this has a negative effect on the spoken word or on the pronunciation, whereas when the student reads a book and hears it. At the same time, he knows or has the correct pronunciation of words imprinted in his mind, and a part of the mind that we call mind or the subconscious mind is engaged, and this has a great positive impact on speaking, fluency of speech, and pronunciation because he learns the second language in the same way that a young child learns, in that he hears more, imitates, and relies on great reception skill.

4- Are there any particular strategies or techniques you use to maximize the effectiveness of audio books in language learning? Could you share some of these approaches?

It would be good if there were applications on mobile phones so that the subject could be fun and easy for students and so that it could be done in their free time or as an assignment, in addition to the school class. The section explains some of the applications I used. I mean, I have seen applications done in a more professional and excellent way in the English language, and I hope we will see them in Arabic.

5- Do you find that audio books help students comprehend complex texts more easily? If so, can you explain why this might be the case?

Of course, phonological awareness works for you. This means that when we remove an obstacle, the student reads or codes words, it definitely has a positive effect, as the brain focuses on understanding and comprehending more.

6- What challenges have you encountered when incorporating audio books into your teaching practice? How have you addressed these challenges?

Essentially, they are available and appropriate audiobooks of appropriate level and appropriate content are available. I mean, it is done well, with good quality, and technology is available, of course, in schools, and this is easier, but I think that the availability of the books themselves and the presence of good sources and good applications is what will be the challenge.

7- Have you noticed any differences in student engagement and motivation when using audio books compared to traditional reading materials? If yes, could you elaborate on these observations?

Yes because it provides support and assistance to students and uses more senses and a media platform. This attracts students more and creates fear and difficulty for them when they read something that they might stumble over because it is not their mother tongue.

8- Are there any specific criteria you consider when selecting audio books for second language learners? What factors do you take into account?

If audio books have visual images, the effect will also be better and better. Of course, the voice here or the speaker who plays the audio books must be clear and his speed must be appropriate for the students. It would be nice if he could also contribute his voice to the Internet and contribute to enhancing understanding among students.

9- How do you balance the use of audio books with other reading activities in your classroom? Do you find it necessary to supplement audiobooks with other materials or exercises?

I think it is no less important than other reading activities and its impact is more positive because it includes the addition of other activities. So I believe. If it is applied once a week it will be seen at least. Any addition to any activity would be better and enhance and evaluate understanding.

10- In your opinion, what is the long-term impact of incorporating audio books into language learning? Have you observed any lasting benefits in your students' reading skills beyond the immediate classroom context?

Arabic as a second language will have a definite positive impact on students' fluency in speaking, not just in reading. I think it will be long lasting because reading will become more enjoyable for them.

Interview 4:

1- How do you believe audio books can benefit second language learners in improving their reading skills?

Ok, in my opinion, audio books are one of the most important resources available in... In schools in general, they now have large platforms and have begun to take a very large place, which has also become competitive with regular books. Even if I am talking about the reading skill for audiobooks at the beginner level, which affects how I read or teach the basic skill of reading itself, or even on the levels of reading comprehension. In my opinion, it has begun to enter and take a place and leave a very large imprint on the learning of the Arabic language for non-Arab students, especially since the students have begun to use it or the idea of repetition

itself and that it is a model for non-Arab students to follow because in. This idea of chanting or repetition is very important, as it is easily available in audio books, especially with the advancement of technology now.

2- In your experience, what are some of the specific advantages of using audio books compared to traditional reading materials in the classroom?

One of the most important features of audio books, as we were talking about in the first question, is the idea of repetition. This means that the student has the freedom to listen to the text more than once and return to the training more than once. This is possible and does not exist in traditional methods. The idea of technological development is taking place at this time, and books are progressing in an interactive way, and it also covers a factor of attraction for the students themselves, especially with the student. Time is getting longer. Attachment to technology means that this and the development that has occurred in it, even in the artificial intelligence of time, allows him to save time so quickly that he can return to the lesson more than once, even in interactive methods. If he loses the same skill, he can return to it at any time. All the things that make books an advantage over traditional methods of teaching.

3- How do audio books help in developing pronunciation and fluency in a second language? Can you provide some examples?

We return to the first question, the idea of teaching the basics of reading itself, apart from understanding what is being read, and also linking it to the method of presentation that occurs in audio methods in the use of audio books, which provide specific training so that the student is able to listen more than once and is able to return to training more than once. The idea of graded activities in an interactive way that attracts the student so that he moves from level to level and organizes what resembles prizes. The platforms that we see, audio platforms, all

things are a gift that is given to him or makes the child have a passion to continue success in order to reach a certain level. You are asking here, for example, for some examples. In some platforms, time or books present the method as if it were searching for treasure, for example, or moving from one stage to another stage of production. You can move to the stage unless you achieve this level. This makes children have a passion and hunger to be able to listen and answer in a correct way, even if they need help. It is up to the teacher to move from. From stage to stage, it is the idea of introducing books with technology to the era in which we live. Children can actually achieve more tangible successes than traditional methods as well. The idea is that the audio books themselves take into account the levels at more than one level that are offered in the country, such as these books or forms. Every student who requests can start from where in order to reach two levels, and this is of course a challenge that exists in traditional methods. We provide activities targeted at students' levels or prior to their needs. The gift of audio books is worth a donation or cement line, or the child can go where exactly or start from where to meet the needs and move on to the next stage.

4- Are there any particular strategies or techniques you use to maximize the effectiveness of audio books in language learning? Could you share some of these approaches?

Dividing the students from the beginning of the year according to levels, whether A, B, C, or D. Each level has specific activities that the boy can deal with, and then in the second stage, which is the understanding stage, the idea of listening is accepted, and then the boy can respond to this listening or reading by answering some examples. These questions and questions are graduated from the literal understanding of the criticism in such and such, even if it refers to the skill of speaking, for example, that children are able to use blackform or audiobooks to insert their voice and be able to respond to the text. This also means that the

idea of developing the level of interaction in the country is a form that continues to attract children, even the idea that you work on the word and choose the idea that you ask a question about the existing text that you are reading. There are many activities and many methods in which the child can demonstrate his understanding, whether at the level of reading, at the level of teaching the basics of reading, or at the level of comprehension, in addition, of course, to the well-known methods. The idea that I do good deeds on a specific letter that communicates a specific need. We connect a word with an image or the origin of a word that describes a specific event in the text. All of these are methods of activities that we can use in the classroom.

5- Do you find that audio books help students comprehend complex texts more easily? If so, can you explain why this might be the case?

Of course, it means that the idea that I am the text can be heard and can come back to me, and there is also the idea that there is time in some platforms that think that you stand on the word, for example, a video of the meaning of the word, a video that helps the child more to understand the text. Another idea is to practice questions, from easier to more difficult. This also helps the child understand the text. It is also an idea that they even asked you to have options on the platforms, whether it is a question or each pop-up area has a specific question. It depends on the method of how the developer prepared my book. The idea of reading is not just to display a read text, but it is more related to the method of measuring understanding of the text that the student listens to or the text that the student reads.

6- What challenges have you encountered when incorporating audio books into your teaching practice? How have you addressed these challenges?

One of the most important challenges is the idea of dealing with technology itself. We are self-taught and tech-savvy. The idea of choosing the appropriate platform for the student to meet his needs. Ease of dealing with the platform itself. This is essential. The idea of quality over activities or quality. Methods used to measure understanding itself. The ease of the student's handling of the platform. The text itself is suitable for children's levels. All of these are challenges that the teacher must get to know very well before he begins to use them in the text. Perhaps the easiest of them is dealing with technology at this time. Schools here, especially in the Emirates, are equipped with this method, but we must also acknowledge that there are, I mean, very many sources. The idea of appropriateness and texts is from Before boys students mean this is also an important thing. On the second side, I spoke on the platforms, but on the second side, the level of the children was the same. To what extent is the child able to understand the audio text or be able to read the audio text in front of him, because in reality, these are challenges, especially in the upper grades, since the child after the eighth grade or the level of interest in the Arabic language is less. In favor of the other subjects, passion is lost more in the class in the middle years and above. It may be more successful with students who are at higher levels. The first stage is for children enrolled up to the sixth grade

7- Have you noticed any differences in student engagement and motivation when using audio books compared to traditional reading materials? If yes, could you elaborate on these observations?

We must acknowledge at the time that the era we live in is the era of technology, and if you are able and if you want to reach out to children, you always use technology. This is a challenge that we all face in our homes. Children are connected to technology. This has become part of their lives. If we are able to provide a curriculum that meets his interests in an

interactive way, More methods means attracting students, so it will certainly be better than traditional books, because reading, audio books, and technology for the boy have become an essential part of his life. But the challenge remains, as we were talking about in the first question, the suitability of the text and the design of activities or measurement tools that are appropriate to the levels of the students themselves.

8- Are there any specific criteria you consider when selecting audio books for second language learners? What factors do you take into account?

Sure, sure. First, in general, choose any text that is appropriate for the children's own level. Number one is that I know the starting point for children and I can provide them with resources that suit their ability. Number two: Ease of dealing with the text itself, number three. The idea of evaluation that I mentioned or the evidence that the student is supposed to provide for his understanding of this text. And here too, it is not an idea. When I talk about this point, I mean by it the idea of taking into account the understanding of what is being read. It is not an idea either. The basics of teaching, the basics of reading. From what is read from memory, for example, the dots come after this design. The book itself is attractive to the student. The text itself is clear or not. The font itself is like that. I mean, we have it. Lines in the Arabic language, but the way the student sees it in the classroom is preferably the one who sees it in the book. The idea of formation itself in the early stages is that. Books are appreciated because the child can recognize the signs and the like. The idea is not just an audible text, but all the things that are required: the production itself, the book's design, and the pictures in it are expressive and not related to the idea. There are many standards that the teacher must take into consideration when he chooses the text, book, or audio book to present to the students, so that

he is aware of the idea of the levels of the platform or audio books, which must have different levels so that each student can find what he is looking for on the platform.

9- How do you balance the use of audio books with other reading activities in your classroom? Do you find it necessary to supplement audiobooks with other materials or exercises?

The idea of sources itself is not limited to audiobooks, but it is all integrated. Every method in the classroom serves a specific thing. I see audio books, the idea of reporting, the idea of repetition, the idea of chanting, and the idea of text for easy reference and measuring understanding. This is something that is required, but it does not replace, for example, the textbook because it is with me and can be used at any time. In the event of an error in technology or the like, there is a second source available. The two complement each other, and I can't separate this on purpose.

10- In your opinion, what is the long-term impact of incorporating audio books into language learning? Have you observed any lasting benefits in your students' reading skills beyond the immediate classroom context?

Here I can point out that the idea that audiobooks are available means that the student can refer to them at all times, not linked, for example, to a semester or the like. Here, the suitability of this or this source depends on the student's abilities, and if the student finds in it what he is looking for in terms of ease of language as well. This means that here we return to question number eight, which is the criteria that must be taken into account when choosing audiobooks. Are the words used in the texts the words that the child can use in his life or not? This is a very important criterion that the student does not feel that he is. In life, we need a specific language, and when listening to audiobooks, it is a completely different form. Neither

the authors nor the person on the platform or presenting the audiobooks must know what language he uses to communicate in his daily life. If the child actually finds the text appropriate, there are also topics. I will return to question number eight, because they are related to some of the same topics that the books present. Are they topics that affect his life, or are they just abstract topics, as we say? So the books were presented to influence in this way in terms of form, direction, text content, and targeted topics. Certainly, the boy will be attracted to it and it will influence him after that, because interacting with it is a way of understanding and producing production, providing evidence of understanding the audio text, so he can use it in his life like a classroom. The teacher is placed in a life situation using a language that he can communicate with in his life. The boy feels that this is the language that he can use in life. However, if the audiobook starts only from the writer's point of view, without using a target language that he can use in his life, and does not provide a text suitable for the child that presents a known language, and the child listens even in his daily life. If the writer is able to provide these needs, the child will automatically benefit from them. If he isolated himself and presented his own vision. It is a visualization that summarizes abstract topics so that the boy feels that if he uses it for these needs and emphasizes it, he will be separated from reality and will not be able to use it in his life at all after that. It certainly has benefits in supporting a skill. He can read and then stay outside the immediate context, meaning he can use it in his normal life, but under the conditions we mentioned.

Interview 5:

1- How do you believe audio books can benefit second language learners in improving their reading skills?

It is very, very useful. It is more useful with higher ages than with lower ages, because the lower ages are not independent and lack the element of commitment. As for the higher ages, I try it, especially with groups fifteen or fifteen years old and above. very helpful. In fact, I can get all the texts that I record with these objectives, because I have the students listen to it and compare it with the picture, so it will be very wonderful. As for the students, let me tell you, previously in the seventh grade, under the age of thirteen, they are not committed at all. Desire is a lack of desire and commitment. Therefore, the element of independence does not exist. Without a teacher, it is completely difficult.

2- In your experience, what are some of the specific advantages of using audio books compared to traditional reading materials in the classroom?

I think the main advantage is making it easier for the teacher to understand the individual differences of the students. The other features are the same as the role of the teacher will be. But the main advantage is the issue of individual differences, that each student is independent and listens to himself and takes notes for himself. For example, he says the word he does not know, the first letter of which he does not know, the first letter of the sentence in which he stuttered or did not know what he understood. The other side is that it facilitates the teacher's task of repeating, repeating, repeating. To write, my voice exists, so I think the basics are basic, but the basic ones are individual differences.

3- How do audio books help in developing pronunciation and fluency in a second language? Can you provide some examples?

We also in linguistics say that pronunciation is a mirror of hearing, so everything that has an effective listening always has a direct impact on pronunciation. If the audio book is audible,

but I believe that it must be in a real way and not in an artificial way, then if the audio book is slow, it has a negative effect on pronunciation.

4- Are there any particular strategies or techniques you use to maximize the effectiveness of audio books in language learning? Could you share some of these approaches?

A possible effective strategy with audio books in teaching the Arabic language. The basic strategy adopted in audiobooks is only to develop the student's pronunciation skill and at the same time to develop the student's mechanical reading skill, regardless of comprehension reading, because reading can benefit alongside reading from listening and comprehension, not comprehension reading. But mechanical and mechanical reading is very important because it is the basis for conversation. So, for example, in China, for example, in all schools we have approximately one hundred years of study, one hundred years of study. It is not possible to cover every vocabulary that can be summarized in the Arabic language for the student on one side. Even in the Arabic language, in a certain aspect, we took from books, we took from dictionaries, we took from. Etc. What we learned in school, learn this for the student, if he has audio books, it is very useful for his conversation and fluency.

5- Do you find that audio books help students comprehend complex texts more easily? If so, can you explain why this might be the case?

As for weak students, yes, but for weak students, no, because they are already able to read, so they do not have a problem with reading incorrectly. It is the only effect on the student who makes a mistake in reading, and it affects his understanding of the text. When he reads the word incorrectly, he certainly will not understand this word, but if he reads it correctly, students with weak and intermediate levels will understand it. I think yes, very useful. As for the loudest, the sound is the same as correct for them

6- What challenges have you encountered when incorporating audio books into your teaching practice? How have you addressed these challenges?

I think the challenges are. Changing the current systems, nothing more, nothing less. On the contrary, I now have the option to insert my audiobooks into your device and save the same time and effort in teaching, in addition to the positive impact on individual differences. On the contrary, it will remain direct, but sometimes the system is what prevents us unfortunately

7- Have you noticed any differences in student engagement and motivation when using audio books compared to traditional reading materials? If yes, could you elaborate on these observations?

I have previous experience with the subject, but I will tell you that older ages, yes, is a motivation, but younger ages, no, it is possible. We are governed by the experience of older ages, from fourteen to fifteen years of age and above. Students who have the desire and commitment have independence in learning. Yes, they are very, very useful in this subject, and not only audio books, even recorded audio dictionaries were very useful to them because they have the desire, and therefore they are looking for independent learning. Audio books are about supporting the student in the field of independence in learning, that is, away from the teacher. As for young ages, independence in learning still has difficulty and is a problem, so it is not useful.

8- Are there any specific criteria you consider when selecting audio books for second language learners? What factors do you take into account?

The criteria are objective criteria only. Objective criteria meaning that the topics for the audio books must be from the surrounding environment for the student at the lowest ages and at all

ages. It must be from the surrounding environment and the surrounding environment varies with different ages.

9- How do you balance the use of audio books with other reading activities in your classroom? Do you find it necessary to supplement audiobooks with other materials or exercises?

I think audiobooks are the beginning of other reading activities. Reading because the goal of audiobooks is to reach a higher level of reading, which is comprehension reading, extended reading, or reading, meaning understanding. Therefore, audiobook reading is the beginning because at one stage we will definitely abandon it. . Ok, is it necessary to support audio books with other materials or exercises? Audio books. This means, perhaps, only at a certain stage, which is the student in the first fifty hours of his study of the Arabic language, and only at the first possible stage, meaning exercises or exercises on similar letters only, or similar syllables, and extended movements only. But after the first fifty or fifty years of study. no

10- In your opinion, what is the long-term impact of incorporating audio books into language learning? Have you observed any lasting benefits in your students' reading skills beyond the immediate classroom context?

The second is fluency and correct pronunciation. Sure it does. It is also a mechanical listening skill. What we call mechanical reading is a major influence on the brain's sound system and language in general. Therefore, even the tone, even the subject, the tone, means very useful, of course.

Interview 6:

1- How do you believe audio books can benefit second language learners in improving their reading skills?

I think it is very useful. Just the idea is that we don't have ministry books. There is a book. Continue reading. We are talking about external books, external books in general about external stories. Some schools bring story books to the library. Then for the students we talk about using. Audio books replace traditional books in reading classes in Egypt. No, in reading classes, external reading is external reading. We do not want to turn the reading session into an audio listening session. Okay. Do you mean that the student only holds the book and listens? No, the book remains online. He uses it. He listens as if the book is in front of him and reads. Yes, these are very, very many advantages, the first of which is saving time for the teacher, controlling the student's source of self-learning, memorizing the student as well, and most importantly of all, it will establish in the student the faculty of reading, which is reading. The interactive reading was interactive, meaning, for example, a sentence containing anger. The student reads normally. The normal student reads normally. He will read, and I was very upset when he did not interact more with the text, but when he heard the same expression, which is the inner feeling expressed during reading, this is also very good.

2- In your experience, what are some of the specific advantages of using audio books compared to traditional reading materials in the classroom?

Books are the texts that we consider, not the books that are in the books. We talk on audio books and on regular story books or texts that we give to students. The impact of each of them on developing students' reading skills. The role of the show exists within audiobooks. If you honor me, this will have very many advantages. I mean, the idea of external texts, which are

the texts of the book. Sorry, the teacher must have to do it as a reading by example, in other words, so that the student can hear the first, that is, he is imitating him. Okay, so we saved the teacher a big part, which is that he reads, so that I have every student interacting and focusing on the reading. I am able as a teacher, but not all students stay attentive with me. Ok, let's say that if we talk, that means we focus more on the impact of audio books on development.

3- How do audio books help in developing pronunciation and fluency in a second language? Can you provide some examples?

Because the student himself will also hear a correct reading, in addition to an expressive reading, in which we are all very close to each other. We want to conclude through experiences what the most important features are. We then come to the challenges that Saudis may encounter. We take, meaning we place a large light, and then we bring the circle closer in order to focus on a specific part. We said we achieve that it is more interactive for the student. Okay, let's say the previous things affect pronunciation, fluency in reading, and speed. Their effect will be exactly the result of its effect, plus the fact that the teacher is not available with the student for twenty-four hours, meaning it is open to the student and the student can return to him at any time, meaning the student is not motivated. Sometimes he has difficulty pronouncing some words even if he reads or hears them. Sometimes he easily returns to the source. The second is to return the word so that we can hear it. This will also help the student. Well, what do you think? Sometimes we have a very great similarity between writing the letters of the Arabic language. Sometimes a mistake occurs, as we say colloquially, when the student distinguishes the letter itself. Will audiobooks be able to help us in dealing with this problem, of course, because this Responding to it aurally will also focus on the sound form, the form of the letter form, and the phoneme. Now we talked about its advantages. We

compared this paper so that we can use it in an effective way in the Arabic language class. The second method, from my point of view, means not dedicating an entire class to it, but on the contrary, it can be combined with the reading class, so that, for example, at the beginning of the class, the student, for example, will begin to hear the part that we will read today, or the specific part of the story, after that. This student may be exposed to any things that are not clear, and if he needs to hear them again, he may refer to them again with the rest of the teacher's guidance. Perhaps the rest of the teacher's questions will only be pronunciation development. It is also possible that the teacher himself sets questions in order to make sure he understands the students because the questions are indirect.

4- Are there any particular strategies or techniques you use to maximize the effectiveness of audio books in language learning? Could you share some of these approaches?

5- Do you find that audio books help students comprehend complex texts more easily? If so, can you explain why this might be the case?

. Yes, by the term. I was asking you, I mean, it is possible for the student to listen and read, but when the reading is an emotional reading, the reader expresses the essence or content of the word itself, whether a state of anger or a state of joy. It is possible that the student can deduce the meaning emotionally even if he does not understand what the word means.

6- What challenges have you encountered when incorporating audio books into your teaching practice? How have you addressed these challenges?

Time may affect class time. Well let's say the challenges and tell how to deal with them. Let's say challenges. How is the biggest challenge for her to have a separate share? Either, as we said, such and such will take up a specific part of each story. But you said that it is better to take a specific part, but at the same time, if we are dealing with texts for individual texts, it

will be easy, which is more correctly meant to be cut, meaning a small text or a story. If a story could be a very long story, it will be difficult to divide the whole, meaning today we will take a part and then Today we will take a second part, and then a third part, which may contain a proverb, but I have to go back and repeat and remind students, but if it is audio books, text books, I mean, they should be short stories, short stories, so that they fit the time, meaning they can be finished in one class.

7- Have you noticed any differences in student engagement and motivation when using audio books compared to traditional reading materials? If yes, could you elaborate on these observations?

I think yes, because the students will be something new for them. They are not accustomed. I mean, they are always accustomed to the teacher reading and they are listening, and after that, a colleague reads, and after that, it is possible to choose a little, but the experience itself can also encourage students who have not participated before, or who are shy teachers. You can read a second sentence and it will be easier for him to come back to it himself.

8- Are there any specific criteria you consider when selecting audio books for second language learners? What factors do you take into account?

Regarding the level, it means that the texts may be very difficult or the language of the text is difficult, so it is not suitable for the student's level. Therefore, why will we not get a more correct meaning when there is exactly that? I mean, we want to improve the student's language. Learning the language is also very easy. If I teach you in his language, expose him to the texts, but at the same time he will also have the text from the new language that I add to him, and it is also suitable for the second level.

9- How do you balance the use of audio books with other reading activities in your classroom? Do you find it necessary to supplement audiobooks with other materials or exercises?

Of course, what is it? I want to measure the student's understanding and comprehension. Is it just a reading of the recitation or is it a reading for understanding and comprehension? If I wanted to measure fluency, not very much, but if I took into account the skill, which is analysis, understanding and comprehension, no, I would have to do activities at different levels, even analysis. This means that if I want you to do the linguistic analysis aspect, the activities of the language aspect must include synonyms and extensions, and extract such and such, if you have them. I measure the skill of comprehension, comprehension and analysis. Information for the student must be in critical thinking questions. Does this work with Majid? Can your personality come in? Ok, if you were not in the situation, I would be practical and so on.

10- In your opinion, what is the long-term impact of incorporating audio books into language learning? Have you observed any lasting benefits in your students' reading skills beyond the immediate classroom context?

The long-term effect for you is that the same skill develops in them. At the same time, independence of learning. After that we don't need to go back to the teacher anymore. No, he is us. Our role is to connect the student or teach him the skill. This is not content, meaning I do not teach the content. The content is important, but my goal in the beginning is to develop the same skill in the student so that after that he becomes independent on his own and after that he develops it. Well, do you think that she can have an impact outside the context of the classroom? Of course, I do not know whether the texts generated passion or interest on the

part of the student. You will then encourage the student to read in different areas but use the same language and use it in different contexts.

Interview 7:

1- How do you believe audio books can benefit second language learners in improving their reading skills?

In my opinion, it will be an excellent and enjoyable field for the students, and it will be easy for the student and the teacher because it will be in Independent. That is, the boy repeats the recording more than once and hears the sound and pronunciation correctly, unlike when he reads on his own and the teacher corrects him. It may be that the sentence is not repeated more than once in the studio. There will be a greater success rate for the students. If he goes back and repeats the things that are difficult for him, he hears them and listens. His pronunciation improves and his pronunciation improves. . The level of writing is improving in all aspects. In my opinion, it would be an excellent way for students to have audio boxes suitable for all ages, not just for non-native speakers, even for Arabs or any language.

2- In your experience, what are some of the specific advantages of using audio books compared to traditional reading materials in the classroom?

I think it will have a greater impact because children always learn from a young age by listening more. I mean, the boy is listening. We learn language by listening rather than by listening. After that we talk better than just memorizing or using chit. Frequent exposure to listening will help develop the student's skills. Cappellari is a much more enjoyable way for him. He memorizes words and has fun, especially in the first years of teaching the language to the younger grades.

3- How do audio books help in developing pronunciation and fluency in a second language? Can you provide some examples?

Certainly, because as we said, because it contains audio, the boy stops at the word more than once and repeats it. It can improve his language. He has the ability to hear it when he wants to repeat it again. It is a better method than when the teacher reads, for example, from the blackboard, he may read it once or twice, and the student may make mistakes after a while, but like this, he reads by testing himself, then he tries it, then he listens to the audio, then he comes back to reading, and then he listens again. It makes it easy to move between listening and personal reading for the student

4- Are there any particular strategies or techniques you use to maximize the effectiveness of audio books in language learning? Could you share some of these approaches?

Strategies or techniques. I mean, for example, we say that we have rims because some of them are permitted. Are there specific strategies that we can use audio books more during class time? Yes. Ok, can you tell us some strategies from your point of view? We incorporate these readings into almost every class. Always have an audio box or audio recording for the franchise they are working on. This part of the class lasts ten minutes each session, so that the student gets used to always hearing and always using these resources.

5- Do you find that audio books help students comprehend complex texts more easily? If so, can you explain why this might be the case?

This is not only complex texts through audio, I mean through audio and reading, because let us not forget that audio books are also somewhat supported by pictures. Of course, it will improve his understanding because it is multiple times from the Yes excellent. Everything has

advantages and disadvantages, and as we have studied, sometimes when we apply strategies in class, we encounter some challenges

6- What challenges have you encountered when incorporating audio books into your teaching practice? How have you addressed these challenges?

Challenges for student listening. Whenever the class size is large, twenty-two students can all have fun together. Of course, we may have to take care to keep headphones in use while using books, so that there is no confusion for all students listening at the same time. There is a diverse library with it that supports this skill and is like questions or. It encourages students not only to hear it without understanding it and to try to understand it so that they can answer the questions. These are challenges, meaning again, there may be challenges. One of the challenges is that it is possible that these audio books are what we have as a second language. We have Target, for example, for GA or for teaching the Arabic language. We have a target and a specific book that may not be available in these audiobooks. It does not mean that the audiobooks are compatible with the curricula or curricula that we are studying, and that cash is the ministry or the army in general. We may see that there are certain levels, for example, that are suitable for children and our work. Did you notice? IST you. Yes, he understands what you mean, but it is not a condition that it covers the library. I am the curriculum and the audiobooks are one thing on the one hand, but I did not benefit from this planet because we have a specific time for the curriculum that we must study until we give it more.

7- Have you noticed any differences in student engagement and motivation when using audio books compared to traditional reading materials? If yes, could you elaborate on these observations?

Their reaction: Their reaction is good. Let me say it in a better way. Your proposal would be if we had students take a library class. If we take students to a library class, we give them stories to read. If we did the same session in class, let them listen to the audio box and read it after you, so write more and you will be helpful to the children. My point of view is definitely to be a writer. Whoever sits in the library alone and reads alone sometimes feels bored with a feeling of boredom, but here there will be more interaction between him and the book by book and it will have a stronger effect in improving skills. exactly.

8- Are there any specific criteria you consider when selecting audio books for second language learners? What factors do you take into account?

The standards are the level of the students. Certainly suitable for the level of students in terms of passengers and readers. This problem is also that sometimes if you choose not suitable for students, it may be very age-appropriate, not age-appropriate, or age-appropriate. This is important. We need to keep the content appropriate for the content, age, and ethnic age, with some content, level, and depth.

9- How do you balance the use of audio books with other reading activities in your classroom? Do you find it necessary to supplement audiobooks with other materials or exercises?

We support audiobooks in some activities as we test the students' understanding of the story. Ok, is it useful to use audio books on a regular basis? I swear we need to use regular reading activities and audiobooks to create a balance between the two. I prefer a balance of audiobooks. The boy, may God have mercy on him, will always be bored. It is better to have a balance between his readings. Well, do you think that if we used it as a source in the first place, so that the student documents the text, and then we used normal means, such as a test

for the professor to develop the skill or to evaluate the development of the skill? I think this will be more effective and more balanced.

10- In your opinion, what is the long-term impact of incorporating audio books into language learning? Have you observed any lasting benefits in your students' reading skills beyond the immediate classroom context?

In the long run, it will make students more interested in learning the language. It will have an impact on pronunciation and on arts, pronunciation and skill development. By reading more fluently, he will become more fluent in it. Pronunciation will be better. He will also have a greater capability, because reading is always what develops and improves deliberation skills such as writing, comprehension, or reading and comprehension. It certainly affects all other skills that you think will have an impact outside the context of the classroom in everyday life. Because it always is. In external life. What you mean is that if books are their lives, they will always have a parallel with their lives. It will certainly have an impact.

Interview 8:

1- How do you believe audio books can benefit second language learners in improving their reading skills?

Of course, reading, which is the Sharija, is useful for non-Arab students because it is something unfamiliar to them. But I think that audio books will be more difficult for them because if they accept, for example, a word that is not understood when asked, I think it will be unless it is added to such foreign books as writing that it is possible to have a highlight or stop at the word and have a special dictionary. I think that would be useful and something. It is useful, I mean. In reading or the linguistic outcome he obtains. What if it had a gradual

progression and had levels and had it. The way you said it should be, for example. Linguistic dictionary I think it would be useful to mean according to generalization.

2- In your experience, what are some of the specific advantages of using audio books compared to traditional reading materials in the classroom?

Of course, it will be distinctive in an unusual way that keeps pace with the times, including some technology that students are interested in changing the traditional classroom environment. I think the features will keep pace. The era is now that everything. On electronic devices. Or in an unusual way. Everyone is looking for anything unusual to break the routine. I think these are advantages

3- How do audio books help in developing pronunciation and fluency in a second language? Can you provide some examples?

By God, this is a problem we deal with anything technological. I mean, the designer of the book must have fluency or a clear voice. The language is clear, and the pronunciation is sometimes also clear, depending on the level of reading. I mean, I did not find, for example, that you are registering using a child method or a method. An adult sheikh means an adult man, an adult woman, and a child. For example, he applied at the age of sixteen, for example, or just the average age, depending on what the registration required. I believe, and God knows best, that. Slowness or manner of reading is evident.

4- Are there any particular strategies or techniques you use to maximize the effectiveness of audio books in language learning? Could you share some of these approaches?

It can be designed based on cartoons or, for example, Korean films. It's not just pictures. Animated or stylized images. It could be the audio department. Ok, instead of saying, for

example. Some readers transform the story into a meaning in another form or in another context. They learn how to read a text that transforms the message into something else.

5- Do you find that audio books help students comprehend complex texts more easily? If so, can you explain why this might be the case?

I mean, through experience, I have found that students accept anything that is not imposed on them more than something that is imposed on them or routine, so it is certainly possible. But everything in my mind is challenges.

6- What challenges have you encountered when incorporating audio books into your teaching practice? How have you addressed these challenges?

Of course, there are many challenges. Time, of course. Number of classes available. We have students outside the classroom environment. They don't have any effort to make anything else. The curriculum, style, and extracurricular activities for students are committed to after the school day, even meals remain difficult. The following are the challenges and how can they be dealt with. With these challenges. maybe. We overlook classroom activities at school. School activity in. After or during school. During extra-curricular school activities, we add some grades to them. For final or monthly exams or. Or the end of each semester. You mentioned that audiobooks will be more attractive to students because they have a love or passion for using technology in general.

7- Have you noticed any differences in student engagement and motivation when using audio books compared to traditional reading materials? If yes, could you elaborate on these observations?

I think the turnout will be better. There will be less boredom and more passion. Especially if it is presented in an attractive way, including video clips and a recorded dictionary. The first

thing is to be appropriate to the student's linguistic level. All topics related to touching him would attract me, but they would be rigid and old, which he does not care about in this day and age. Do not think that they are only scientific topics that contain, for example, some imagination. Gravity means touching and touching. At this time, it is somewhat modern and appropriate. Yes. Not completely different topics, but in a different way. I mean, for example, if it is a text about tourism, for example a dialogue, or for example, a person talking about a visit to a place, why they did not visit, for example, or it was not attractive. A bit new vocabulary, not the same vocabulary because when we found that the same accusative is taught in class and the same text or very close on the test, this will not benefit the student in any way and he will feel bored, but in another form I think it is useful.

8- Are there any specific criteria you consider when selecting audio books for second language learners? What factors do you take into account?

Activities we are used to as a teacher. What enhances the organization of time is that we will use it in extracurricular activities, meaning we create time, as Tamim says. Ok, is it absolutely necessary? I mean, sometimes we used to take an increase in metabolism, meaning an increase in degrees, so this could be additional work to compensate for the decrease, for example, in the exams. Effort. Class participation.

9- How do you balance the use of audio books with other reading activities in your classroom? Do you find it necessary to supplement audiobooks with other materials or exercises?

Some exercises are not worksheets, but they can be a discussion between the teacher and the student about what he benefited from the book, what he learned, and whether he would

recommend this book to someone else or not. What did he feel when he read this book? What is the benefit? What do you know, what did you gain? What did it add to my linguistic outcome? I think it would be discussing work papers.

10- In your opinion, what is the long-term impact of incorporating audio books into language learning? Have you observed any lasting benefits in your students' reading skills beyond the immediate classroom context?

Also. Of course anything. Additionally, it will have a positive effect. I think audiobooks are an effective thing. To break the boredom. However, the current situation. Existing development. The way everyone talks now, we talk about artificial intelligence, and we are now. We compare books, traditional books and audio books. Does it have lasting benefits in supporting students' reading skills outside of the immediate classroom context? That is, of course. Ok, how can that be? the benefits. Kirk outside the classroom context. What is an additional activity outside the ordinary? I think this enhances or increases the passion for returning to the Arabic language class with passion and a desire for new learning. Boredom breaks through a different environment. It is also possible for some sentences to be used as a vocabulary for students to use outside of the classroom context. Learn a new language through invitation because there are no situations in the books in my country. An event will learn as long as I said it before you in a discussion, so people felt. What do you learn? What new words do you learn? What do you know if you go crazy? What do you know. What did he add to his character? I read any book of yours.

Interview 9:

1- How do you believe audio books can benefit second language learners in improving their reading skills?

I encourage audio books because they help children who have a small vocabulary and help them acquire more vocabulary through listening skills. In addition to that, we also have a problem with students who have a problem with reading. It helps them to learn, for example, the phonemes of letters, the phonemes of words, and how to read words. This helps them more than real books or abstract books. I do not expect this to mean the main idea or main benefit of audiobooks, especially for students who have poor reading. He only hears, meaning written speech becomes easier for him. He links the sound with the image of the word, so he knows how to read these words. It has two aspects: it modifies reading skills and strengthens students' listening skills

2- In your experience, what are some of the specific advantages of using audio books compared to traditional reading materials in the classroom?

It is almost the same idea, the most important positive of which is that it gives students more self-confidence, so when they hear the words, they associate the words. It is possible that if there are also pictures in front of the student, he can link the words he hears to the existing pictures. It is also possible that it helps the students, for example, they acquire more vocabulary, strengthening the listening and reading skills in general.

3- How do audio books help in developing pronunciation and fluency in a second language? Can you provide some examples?

Just as listening became stronger for the student. Germination becomes greater, communication becomes better, and the student becomes able to speak better. Able to read better. as. Generalization.

4- Are there any particular strategies or techniques you use to maximize the effectiveness of audio books in language learning? Could you share some of these approaches?

On more than one program. Currently, we are using it, and it is a program that confuses the iStart Confusion program, which is an electronic library that contains a collection of stories almost on a weekly basis. We activate this program through assignments for the students of each teacher in Qom. For example, choosing a specific number of books according to the level of the students. The task is for the student to read the book and listen to the reading. This means that by the end the student will listen to the reading of the recorded reading of this book, which is the audio reading the book, recording his voice reading it, and so on. We are students whose reading skills have improved. After that, the program conducts a test to measure the student's understanding of these books.

5- Do you find that audio books help students comprehend complex texts more easily? If so, can you explain why this might be the case?

To some extent. Yes, but it rotates. Let's say the basic level of the student is the one playing the role. If the texts are complex, it may be a little more difficult depending on the students' levels. But audiobooks will help students understand these texts easier. Yes, it helps

6- What challenges have you encountered when incorporating audio books into your teaching practice? How have you addressed these challenges?

With limited resources, it is possible. First point. E-books or audiobooks have certain limitations. It is possible for there to be differences in dialects, differences in phonetics, and

differences in reading speed for these books. I mean, sure, you know that most teachers now use artificial intelligence. Artificial intelligence is currently just what, for example, we specify the text, and this, for example, records the written text and makes it an audible text, so as soon as the student hears these texts. The speed at which the text is read is very fast, so it is difficult for the foreign student to listen correctly and clearly and be able to understand the read and read text. These are among the challenges. Limited resources. Sound quality. Using them in classrooms, for example, means that classes are not fully equipped to use audiobooks. On the contrary, for example, in other subjects, for example, other languages, English, there are, for example, special laboratories and places that contain, for example, specific headphones and books that are fully equipped. So I expect that with regard to the Arabic language, these are the negatives, or let us talk about the challenges that the Arabic language teacher faces.

7- Have you noticed any differences in student engagement and motivation when using audio books compared to traditional reading materials? If yes, could you elaborate on these observations?

Naturally. I mean, let's say students are pushed to learn with audio books and with the use of technology it is much more than traditional books at a very large percentage. Most students now prefer to use technology in their learning and prefer to be responsible for the learning process. Audio books are very helpful in achieving this goal with students.

8- Are there any specific criteria you consider when selecting audio books for second language learners? What factors do you take into account?

The most important of which is the level of the students, which means that the student is given in the beginning. We can conduct a test to determine the level of the students. Giving students appropriate books for their levels based on the number of years of study and based on the

student's actual level, as it is like what we say about Start Point. Through this point, students are given books appropriate to their levels, and then progress is measured for these students.

How to balance the use of audiobooks with other reading activities in the classroom

9- How do you balance the use of audio books with other reading activities in your classroom? Do you find it necessary to supplement audiobooks with other materials or exercises?

Yes, because we, for example, have used audio books. Well, what is the benefit of it? Did you achieve the desired benefit? Have you achieved the required objectives, then a test must be conducted to measure the students' understanding of these audio books. These tests may mean that the student, for example, is rephrasing the story. They may be online tests, or they may be tests that mean regular tests or work papers. Audio books and other reading activities are the same. For example, let the teacher be smart so that he behaves correctly in the classroom. This means that we will certainly not be completely dependent on audio books, and at the same time, it is not just real books, worksheets, or regular reading. The professor acts as a balance between audio books and real reading. It is as a means of self-learning. The student uses it at the same time. It is the same book that we ask the student to read. Certainly, if the professor can present the book or text read in class and support it with audio books, for example, through homework assignments, for example, then it is possible as sources of support for some students.

10- In your opinion, what is the long-term impact of incorporating audio books into language learning? Have you observed any lasting benefits in your students' reading skills beyond the immediate classroom context?

The first thing is to increase students' motivation to learn and increase their integration into the educational process. Improve listening skills in general. Improving reading skills and improving students' speaking skills. Because when the student listens and practices the language, it will be easy for him to acquire more vocabulary that he can then use and speak in. So, does it have lasting benefits in supporting students' reading skills outside of the classroom context? If applied correctly, yes, it can be applied, for example, in the form of more homework, meaning it can be through programs. For example, let us talk about which programs are curricular and extracurricular activities. It is possible that they work to enrich the curriculum, enrich the vocabulary, enrich the student's existing language, and increase language skills in general. Reading or listening

Interview 10:

1- How do you believe audio books can benefit second language learners in improving their reading skills?

Very beneficial, I tried it myself and saves energy and time, and eases it for the student to listen to it numerous times, as well as how helpful it is for him to be able to record him in the same place.

2- In your experience, what are some of the specific advantages of using audio books compared to traditional reading materials in the classroom?

As for the advantages, it helps the student with the reading. He has the capability to listen to it as much as he wants. With the huge selection of books, he has the freedom to choose what he

wants. Or choose the word he needs. It also helps with the teacher as the student would not need the teachers aid all the time. However there should be the traditional use along with it. Audiobooks are more helpful at home, as there might not be help at home. From my experience, I could not solely rely on audiobooks, as helpful as it was. As it comes ready and I could use it with my curriculum, but I need my own resources.

3- How do audio books help in developing pronunciation and fluency in a second language? Can you provide some examples ?

It is without question that enhances. As for a student, they might not be able to read or pronounce a word, I have the option to hear it properly without the need for help, otherwise I would not be able to hear the correct pronunciation.

4- Are there any particular strategies or techniques you use to maximize the effectiveness of audio books in language learning? Could you share some of these approaches?

Of course, I could make it pair work. Allow two to use the same one to have a sense of sharing. I could use it with the students and their parents and record it for me for later use. I used 'I read Arabic' as well as "Kotoby" As audiobooks, they all offer the same option to listen, read, and record. There are differences of being able to download or not, which could aid both me as a teacher or a student. I would hope to download the audio rather than just the passage, then I would add it to my resources.

5- Do you find that audio books help students comprehend complex texts more easily? If so, can you explain why this might be the case?

Yes, of course, along with photos. With repetition, it aids with comprehending complex texts. As long as it is available and can be used without external factors.

6- What challenges have you encountered when incorporating audio books into your teaching practice? How have you addressed these challenges?

Choosing the lesson, when looking for something in specific. As I would have to link it and create pdfs, which takes time. Another thing would be headphones are a must as they will be listening to different passages, which could result in kids being distracted and would need the teachers full attention. Also, the content itself isn't available in the passage.

7- Have you noticed any differences in student engagement and motivation when using audio books compared to traditional reading materials? If yes, could you elaborate on these observations?

Yes of course, they interact a lot with it. They get excited and try to read more than one another and also show the number of hours they read. Whether they answered the questions correctly or not. There is always a sense of competition, especially with surprises and grades included.

8- Are there any specific criteria you consider when selecting audio books for second language learners? What factors do you take into account?

The photos have to be clear as well as the writing. The font of the color matters as well. The story has to be clear and suitable for the grade. The student needs to give themselves a challenge rather than choosing an easy level.

9- How do you balance the use of audio books with other reading activities in your classroom? Do you find it necessary to supplement audiobooks with other materials or exercises?

I like to give a whole class for traditional reading, I like to use it with homework's as well but it is never something I constantly use for every class. I could give the first ten minutes for them to choose the book of their liking to read and focus on pronunciation.

10- In your opinion, what is the long-term impact of incorporating audio books into language learning? Have you observed any lasting benefits in your students' reading skills beyond the immediate classroom context?

It depends on how I would use it. Do I use the passage to waste time, or am I giving a class solely for it. The long term effect goes back to how the teacher used the audiobooks, whether there was follow ups with questions, whether there was care and attention. I cannot tell whether it will have a long term impact, however the advantages are more outside of the class rather than within the class. As it acts as a teacher at home. It would help with enhancing their skills as well as their confidence.

Interview 11:

1- How do you believe audio books can benefit second language learners in improving their reading skills?

Well, we always say that reading skill is one of the important skills because it is one of the most important sources through which students' linguistic output increases. Using this type of book is considered an important resource because it is suitable for all types of learners, whether weak, people of determination, or other levels, whether intermediate, distinguished, or even gifted. Perhaps the advantage of audio books is that we produce a book for the needs of different types of learners. Of course, I know which learners are the ones who dictate learning with audio or audio-visual videos, so I think one of the important things is that we also consider it to be distinguished and not linked to the place only, not only in school or at home.

One of the important points in using audiobooks is the ease of using them in more than one place. We also see, firstly, that it is one of the attractive things apart from routine uses: worksheets, traditional reading, or books that contain irrelevant content. For example, neither reality nor methods. Modern learning. The help that books provide to students is also undocumented. The extent of the target group as well as religious guardians from whom from. From a non-Arab background, they do not have the ability to help me. On reading, I believe that it provides help and support to all categories of learners and to all of us who keep what is important at all times. Also, this type of book has become available and available in abundance.

2- In your experience, what are some of the specific advantages of using audio books compared to traditional reading materials in the classroom?

answered previously

3- How do audio books help in developing pronunciation and fluency in a second language? Can you provide some examples?

The world of book design and the group or people responsible for preparing books belongs to the world, because the safety of the language, the methods of designing it, the danger and the selection of the content of the books. This is of course the most important point. Also, choosing, as I said, topics or content means that you teach the boys to develop the reading skill or any language skill. We always prefer to choose topics that suit the age group and suit the current generation. The fluent Arabic language is very important, but unfortunately in some books we find some words that belong to certain dialects. They say, for example, on the ball there is a brick, or some words, meaning more than one book that I found, and in many positions, and in many places, in many words that belong to the Lebanese dialect.

4- Are there any particular strategies or techniques you use to maximize the effectiveness of audio books in language learning? Could you share some of these approaches?

The goal of using books is two things. The first is to develop the profession. Correct. Correct. Identifying the strengths of the learners and knowing the methods closest to them in dealing with one of the qualities that we must focus on. Meaning, if you are targeting an age group of second and third grade, they might use a strategy that suits their age and the type of reading that I like to direct reading. Or is reading for understanding? Do I need to say the linguistic outcome? There are many reading strategies, but sometimes one of the most dangerous strategies is appropriate to the age stage and not to other matters. Target. What is the goal of developing reading skill? Is this goal to develop reading skills through guided reading and reading comprehension? I think it's one of the things that should be taken into consideration.

5- Do you find that audio books help students comprehend complex texts more easily? If so, can you explain why this might be the case?

Yes of course. There is no doubt that books will be a very helpful factor in developing the skill and helping them understand the content, especially what suits all types of learners, as we talked about a little while ago. Maybe the texts in the first intermediate stage are the texts in the middle stage, as you said, the vitamin of distance from reality. Children are also less interested in learning the language and learning to know it. I think that the books that we are targeting will be very important in developing knowledge, which is the material that connects students to learning the Arabic language and learning both skills. Reading, culture, or other skills.

6- What challenges have you encountered when incorporating audio books into your teaching practice? How have you addressed these challenges?

The challenges may vary from one curriculum to another and from the plastic school. There are financial challenges, of course, because the books are not available in abundance, and although they are available in some schools, in others it is difficult as well because the books do not match. Maybe when we come to talk about challenges. First, the number of classes held between schools may not give sufficient opportunity for the teacher to address some examples or some external work, even if they represent direct support at the time in the environment of one of these challenges. His company had previously talked about the idea of providing this type of source or these types of books. Some schools can provide it easily while others find it a challenge. Is the content of the books similar to the topics presented or the expectations set by the ministry or those in charge of the educational process in the country? Targets intentionality. One of the challenges may also be the suitability of topics to the age or mental expectations of the students. Do the books contain levels that follow a specific level? Are there any on the market now or in libraries that are suitable for all ages and suit all needs that are appropriate for the era in which we live? Otherwise, has the idea not yet been expanded and has not reached the required efficiency and level? I believe in the challenges facing.

8- Are there any specific criteria you consider when selecting audio books for second language learners? What factors do you take into account?

You as a teacher have more to say over this topic, but in my opinion, the topic is not being spread in the appropriate way and form. Of course, there are standards, and the books, whether audiobooks or paper books, which are not structured, even if they are subject to levels designed on different programs, remain, except when talking about standards, they must be subject to the standards of the first standard. I say, on what basis were you designed based on any curriculum? I mean, even the paper books available most of them, even if it was designed

on a twenty-one Arabic curriculum. However, in the end, it means that you have the ability or were able to say that these books were prepared in accordance with standards in Arabic Twenty-One, so I think it is one of the most important standards that should be It is taken into account that it is present and effective and that it is subject to a specific program or curriculum, even if the curriculum is flawless. I mean, most people do not agree on Arabic Twenty-One as a curriculum, but it is a curriculum or many educational platforms or institutions after things that adopt Arabic Twenty-One. The second criterion, and I may have touched on it in the previous point, is the suitability of the content to different cultures. It is possible that the content presented in the audiobooks is that those responsible for preparing or preparing these books or their designers come from, for example, a Lebanese background or an Egyptian background, and they are circulated in an Emirati background. Perhaps I spoke last time saying that some words, even if the entire content of the book leans toward the classical Arabic language, did not find one word or another with dialect practice. Of course, accuracy must be achieved and the second criterion is their conformity with the classical Arabic language or the proper Arabic language. I think the last criterion I can talk to you about in a moment. The last criterion I can talk to you about in choosing books is their age suitability. At times, certain expectations may be written and repeated, but they are not appropriate for play with the age of the children and their culture. I think that this thing should be very important, its suitability, especially since in the Emirates we can say the number of years of schooling, regardless of your compulsory age. It is possible for a person born in the seventh grade to learn the Arabic language for one year, so you go and choose a book for him, and the age is the same, but what is the age of the father? Is the child a year studying the language? Arabic for one year is treated as a student who is five or six years old in the first

grade, so it must be appropriate for age. The mental age of the child, regardless of the number of years of schooling in which he learns the Arabic language, is a complex age, it remains an important thing, but we know how.

Appendix B: Parents' Questionnaire

Questions

Responses

111

Settings

Usage of Audio books for Non-Arab Students in Dubai

You have been asked to participate in this questionnaire as part of a research paper conducted by me, Heba Saad, a student at British University in Dubai, during the dissertation stage of my master's study.

The research title is **"Enhancing Arabic Reading Proficiency as a Second Language: Unveiling the Significance of Audio Books for Middle School Students"**.

The study is designed to explore the potential benefits and effectiveness of using audiobooks as a tool for learning for non-Arab students in Dubai. We recognise we educate a diverse student population including individuals from various cultural and linguistic backgrounds which can present significant challenges. You are being asked to participate in this because I feel it is imperative to consider the views of parents when considering the importance and effectiveness of using audiobooks as a tool for learning with the non-Arab student population in Dubai and the impact this could have on middle school students' reading skills.

Please read and answer each question carefully and respond accordingly. The questionnaire is confidential and anonymous, and your answers will be combined with those of other parents. Answering this questionnaire should require you about 5-10 minutes.

1- Please write your nationality *

Short answer text

2- I am *

- ☐ Male
- ☐ Female

3- My child's school curriculum *

- ☐ British
- ☐ American
- ☐ IB
- ☐ Non of the above

4- My child in grade/year *

- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9

5- How familiar are you with the concept of audiobooks? *

- ☐ Not familiar at all
- ☐ Slightly familiar
- ☐ Very familiar
- ☐ Extremely familiar

6- Do you believe that audiobooks can be an effective learning tool for non-Arab students in Dubai? *

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree

7- Have you ever used audiobooks to support your child's learning? *

- ☐ Yes
- ☐ No

...

8- If you have used audiobooks, how frequently do you incorporate them into your child's learning routine? *

- ☐ Daily
- ☐ several times a week
- ☐ Once a week
- ☐ Rarely

9- What benefits have you observed when using audiobooks for your child's learning? *

- ☐ Improved listening skills
- ☐ Increased vocabulary development
- ☐ Greater engagement and interest in learning
- ☐ Improved pronunciation and speaking skills
- ☐ Enhanced comprehension of the material

10- Are there any challenges or drawbacks you have encountered when using audiobooks? *

- ☐ Limited availability of audiobooks in desired languages
- ☐ Difficulty finding appropriate content for the child's age/grade level
- ☐ Distractions caused by audio format
- ☐ Reduced focus on reading skills
- ☐ None, I have not encountered any challenges

11- How do you perceive the impact of using audiobooks on your child's Arabic language skills? *

B *I* U  

- ☐ Positive impact
- ☐ Neutral impact
- ☐ Negative impact
- ☐ Not applicable

12- How likely are you to recommend the use of audiobooks to other parents of non-Arab students in Dubai? *

- ☐ Very unlikely
- ☐ Unlikely
- ☐ Likely
- ☐ Very likely

13- Please share any additional comments or insights you may have about using audiobooks for non-Arab students in Dubai: *

Long answer text

Thank you for taking the time to complete this survey. Your feedback is greatly appreciated and will contribute to our understanding of the benefits and challenges of using audiobooks for non-Arab students in Dubai.

*

Long answer text

Appendix C: Parents' Comments

It will be very beneficial to be used in Arabic

The audio books need to be easy for use

Not Available

No

Improve pronunciation/accent

Nothing

I have answered in relation to using audio books as we use them frequently at home but only in English. I have never used specific Arabic language ones.

Using audiobooks seems like a good supplement to my child's Arabic learning. It would probably be best if it's not used in each class but perhaps once a week.

I believe audio books in Arabic could help my kids to improve pronunciation and listening skills. I hope the audio book app could be used on phone so that kids could use commute time to listen to Arabic books.

Na

Occasionally using them as a read-a-long accompanied with a book works well too, especially for word recognition whilst still hearing accurate pronunciation. Great for travel. For question 8 they were used monthly when my child was younger for learning English. Now rarely.

Havent ever used audiobooks but I feel that it might be useful for non-Arab kids as they can keep listening to it.

None

Any aid for learning Arabic is profitable for our children.

Audio books should also have speaking exercises so that it can be more interactive

I think it's a great idea. I know that I learn more effectively by listening. When compounded with reading it greatly enhances the learning experience of retention of information.

n/a

Increases confidence of pupils in using the Arabic language

If audiobook is part of course then it should be assigned as homework with speaking assignments to comprehension questions related to the audiobook. It's much more work for the teacher but essential to

make audiobook learning effective

It's good tool to help kids

Highly recommend if it can become part of the Arabic curriculum

Dubai is a diverse and multicultural city, and audiobooks can provide students with exposure to different cultures and perspectives. But I am concern about the sound is NOT standardization.

no comments

If it is interactive and asks comprehension questions it may focus them a little more

No

I think if the content is short and simple it will get children engaged

I think if the content is short and simple it will get children engaged

It will benefit children just like how they learn their native language by just listening to parents, very interesting audio books can definitely help children learn language faster than just reading.

No Comments

It's a great initiative.

Very good initiative, should be available for parents too

Nothing to say

No experience about it, but it could work if the child reads and listens and does not get distracted too much by the images

it will be very helpful to improve listening skill for non-arab students

Great idea

Its a good idea

Audio books are engaging, encourage reading and have helped both my children over the years to enjoy listening to stories

Audiobooks are a great way to learn a language

Audio books that simultaneously translate to English would help to understand the story. Multi-track Audio books.

Mystery and thrillers would grip older listeners to keep following the story rather than lose interest mid-way.

Audio books can be helpful in developing pronunciation and language learning however proper planning is required

Thanks for your hard work towards the language

It can be with a nice animations so the kids will like it more

It will be a new platform incorporated in the curriculum which will enhance the students pace of learning for them to comprehend, promote active listeners, pronounce the words correctly, be reflective and critical thinkers.

They should be provided at school just like issuing a library book

It's a great concept

Very engaging , improve pronunciation and develop vocabulary

I welcome any resource that will improve spoken or conversational arabic

I have not used it and am unable to share insights.

Listening to a language is a great way to increase vocabulary and to improve fluency and pronunciation if the audiobook is engaging, a suitable level and well read.

Audiobooks in general are not engaging, particularly in a foreign language. Songs would be the recommended option (or a how-to video in a foreign language)

I use more podcasts than audio books

This could be a great initiative to enhance pronunciation etc.

I use more podcasts than audio books

This could be a great initiative to enhance pronunciation etc.

I have not used audio books for Arabic but I can imagine if they are of interesting content than this would be helpful

An option where the kids can hear and also practice it and be checked at the same time.

Not easy for non Arabic speaking parents to support. I think a pre prepared list of viable texts to use from the school would help

I believe could really be helpful for pronunciation and spelling

Never used

I think its an easy medium and they will learn spoken language easily with the help of audio books

International kids have been learning Arabic since FS1 as part of the currbut they can't speak or not confident on thr languagr

Audiobooks have to be on topics which draws children to them.

Great idea!

I think the more someone listens and speaks a language, the more they can improve in that language.

No additional comments

Listening to a language helps a lot specially if you don't speak it.

*

Nun

If Arabic books are more interesting like English books, learning Arabic will be more motivative

It would be nice to read a Arab story that is already famous to ordinary people, such as Ibn Batuta's Adventure Story, The Thousand Nights, The Adventures of Sinbad and Aladdin.

There is lots of empty time while driving to after school activities, I find audio books very beneficial at those times.

The accent has to be neutral Arabic

No comment

need to have different level/top for these books cater for wider audience due to age, level differences

it might just do well as can help us and the students repeatedly hear the right pronunciation.

It sounds like a good idea . Hearing the words over and over again would definitely help in pronunciation and vocabulary.