

Developing Speaking Competencies Based on the Audio-Oral (Listening-Speaking) Methodology: A Study on the Example of Students at the International Islamic Academy of Uzbekistan (IIAU)

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Abstract: *This study examines the effectiveness of the Audio-Oral (Audiolingual) methodology in developing Arabic speaking competencies among students at the International Islamic Academy of Uzbekistan (IIAU). Employing a qualitative research design, data were collected through classroom observations, semi-structured interviews with teachers and students, and document analysis of instructional materials. The findings indicate that the systematic application of listening-based repetition, pronunciation drills, and structured speech modeling significantly improves learners' phonetic accuracy, auditory discrimination, speech fluency, and confidence in oral communication. The integration of digital tools and gamification strategies further enhances student motivation and supports independent learning beyond the classroom. Despite these positive outcomes, challenges such as limited exposure to a natural Arabic language environment, phonetic interference from learners' native languages, and instructional monotony remain evident. The study concludes that combining the Audio-Oral method with communicative and digital approaches is essential for optimizing speaking skill development in Arabic language education.*

Keywords: *Audio-Oral Method; Speaking Skills; Arabic Language Teaching; Teaching*

Methodology

Introduction

Speaking competency (verbal proficiency) holds central importance in the process of language acquisition, being one of the four main components of Arabic language education. For students learning Arabic, this skill is not merely a means of performing a communicative function, but a fundamental factor that shapes their ability to express thoughts, emotions, and needs adequately and naturally [4]. Therefore, teaching speaking activity is recognized as the main foundation (basis) for developing communicative competence in linguistics.

Within the theory of language teaching, speaking activity is interpreted as a complex psycholinguistic process, requiring the integration of listening comprehension (aural skills), mastering grammatical structures, phonetic pronunciation, lexical richness (vocabulary reserve), and communication appropriate to the social context [6]. Accordingly, in the practice of teaching Arabic, the teacher's task in forming speaking proficiency is not limited

to imparting grammatical knowledge; it also requires teaching phonetic exercises, intonation expression, and skills related to communication culture.

Recent studies have heightened attention on the role of the audio-oral (audiolingual) approach for developing communicative competence in language teaching methodology [8; 9]. This method serves to automate speech reflexes in learners through the modeling of the phonetic system and pronunciation exercises. Furthermore, the audiolingual approach prioritizes the practical function of language, where the listen and repeat technique is manifested as the core mechanism.

Methodology

The fundamental advantage of this approach is that it significantly reduces the number of permissible errors (error production) during language use and enhances the phonetic naturalness of speech expression. Arabic language teachers utilizing this methodology gain the opportunity to effectively prepare learners for communicative processes, accelerate the pace of speech, and consolidate grammatical structures automatically. Therefore, the audiolingual approach is regarded as an important and indispensable component of modern curricula for developing speaking competencies.

As emphasized in these research directions, the main paradigm for teaching speaking activity consists of regular practical exercises, modeling phonetic pronunciation, and repetition based on the model provided by the teacher [6]. These very principles constitute the central core of the audio-oral (audiolingual) methodology. This method aims to teach a foreign language through the psychological mechanisms of natural listening, reflexive repetition, and acquisition. At the same time, it is one of the leading approaches demonstrating a high level of effectiveness in mastering phonetics, intonation, collocations, and communicative exercises.

The effectiveness of the educational process is directly dependent on the meticulous planning of the lesson, the adequacy of selecting the optimal teaching method, and the learner's level of cognitive activity. Therefore, in the context of Arabic language education, the teacher's methodological expertise (competency), the didactic strategies chosen, and the degree of engaging students in active participation (interactivity) are assessed as main criteria (important factors).

Currently, digital technologies—audio materials, video clips, distance learning platforms (online courses), and mobile applications—are creating new opportunities for shaping Arabic speaking competency [12]. By utilizing these resources, learners gain the opportunity to repeatedly audit phonetic pronunciation, record and analyze their own speech activity, and perform independent practice exercises. Consequently, the communicative link between the teacher and student is strengthened, and students develop **self-assessment** competency.

Nevertheless (or *at the same time*), scientific and methodological studies conducted in recent years reveal three fundamental problems (or main constraints) that need to be addressed in the practice of Arabic language teaching:

1. **Lack of a Natural Language Environment** — Insufficient formation of an Arabic communication environment during the educational process [13];

2. **Phonetic Influence of the Local Language** — The pronunciation systems of Uzbek, Russian, and English languages influencing the phonetic structure of Arabic [14];
3. **Monotony of Lessons and Limited Resources** — The scarcity of teaching aids and repetitive exercises leading to a decrease in student interest [15], [16].

Based on the above considerations, the necessity arises to implement integrated, highly interactive, and innovative approaches in the Arabic language teaching process. Specifically, it is appropriate to enhance the effectiveness of the educational process by integrating the audio-oral methodology with communicative (practical) methods, enriching lessons through gamification elements, and actively applying digital learning technologies.

This study is directly aimed at resolving the aforementioned issues by systematically analyzing the practical application, level of effectiveness, and observed problems of the audio-oral methodology in teaching Arabic speaking competencies among students at the International Islamic Academy of Uzbekistan (IIAU). The results of this analysis will have significant practical importance for developing scientific and methodological recommendations for Arabic language teachers in the future.

The main objective of the study is to evaluate the real effectiveness of the audio-oral (audiolingual) methodology in developing Arabic speaking competencies using the example of students at the International Islamic Academy of Uzbekistan (IIAU), and to systematically analyze the methodological and organizational problems arising during its implementation:

1. What effectiveness does the audio-oral method show in developing Arabic speaking proficiency for IIAU students?
2. What problems and obstacles exist in applying this method?

This research was conducted based on a **qualitative (qualitative) approach**, as the set objective required not only quantitative (quantitative) measurement of data, but also a deep analysis of the essence of the learning process and the participants' experience [10], [17]. Qualitative methodology creates the opportunity to study the teaching process directly in a natural environment, as well as to analyze the participants' opinions and feedback directly.

Data were collected through observation, interviews, and document analysis.

- **Observation:** 8 class sessions of the Arabic language course were regularly observed, during which the stages of the audio-oral method (**model - drill - application**) were analyzed. Observations studied the interaction between teacher and students, pronunciation exercises, and the dynamics of oral communication.
- **Interview:** Semi-structured interviews were conducted with 3 Arabic language teachers, 1 faculty management representative, and 28 students from various levels. Interviews provided qualitative data on teachers' methodological approaches, student experiences, and problem points.
- **Document Analysis:** The textbooks used in the educational process, including "*Durus al-Lughah al-'Arabiyyah*", "*Al-'Arabiyyah Bayna Yadayka*", and "*Functional Arabic*", were studied [3], [18]. These sources enabled the analysis of dialogue exercises, the frequency of pronunciation model repetition, and the structure of the lessons.

The collected data were analyzed through the stages of **reduction - display - interpretation**.

- In the **Reduction** stage, redundant information was minimized, and only instances relevant to the research objective were isolated.
- In the **Display** stage, the results of class observations, interview responses, and textbook analysis were systematized according to thematic blocks.
- In the **Interpretation** stage, the obtained evidence was generalized, and the effectiveness and limitations of the audiolingual method were determined.

The **triangulation** method was employed to enhance the reliability and validity of the research results. According to this method, the data obtained from observation, in-depth interviews, and document analysis (content analysis) were compared and analyzed in a complementary and complex manner [11]. The triangulation approach guaranteed the objectivity of the collected data and allowed for the confirmation of the research conclusions.

The **research object (contingent)** was defined as students of the Faculty of Classical Eastern Philology and specialist Arabic language teachers working at the International Islamic Academy of Uzbekistan (IIAU). A total of **32 subjects** participated in the research process. This sample included 28 students, 3 teachers, and 1 management staff member. The empirical study was conducted over the 2024–2025 academic year.

Result and Discussion

The teaching of the Arabic language at the International Islamic Academy of Uzbekistan (IIAU) is primarily organized based on the **audio-oral (audiolingual) methodology**. The central paradigm of this method is the automation of speaking activity based on the principle of '**listening and repeating**', as well as ensuring the natural acquisition of phonetic pronunciation and communicative exercises [7], [19].

Observations conducted at IIAU revealed that Arabic lessons were organized based on the following 7-stage methodological cycle:

1. **Topic Announcement and Greeting.** At the start of the lesson, the teacher gathers students' attention and announces the topic with an introduction.
2. **Model Dialogue Presentation.** The teacher plays or presents a model dialogue via audio-video recordings; this stage performs the "**modeling**" function.
3. **Content and Pronunciation Explanation.** The teacher explains pronunciation, grammatical structure, and word meanings.
4. **Repetition by Students (Drill).** Students repeat words and phrases collectively or individually after the teacher.
5. **Grammatical and Lexical Exercises.** Exercises are performed to consolidate the learned words and structures.
6. **Independent Speech Exercises (Dialogue and Storytelling).** Students create their own conversations and practice forming sentences suitable for new situations.
7. **Final Reflection and Conclusion.** At the end of the lesson, the teacher analyzes common errors, points out positive examples, and gives recommendations.

Teacher staff actively utilize the audio recording functions (recording devices) of mobile devices during lessons. This enables learners to record their phonetic pronunciation, re-listen (audit) to it, and use **self-monitoring** to independently identify and correct speech errors. This process serves to develop their **self-assessment** and **reflexive (critical) thinking** competencies.

According to the observation and interview results, the audio-oral method yielded a number of positive outcomes in developing Arabic speaking skills for IIAU students:

- **Pronunciation Accuracy and Auditory Differentiation Improved.** Students learned to clearly distinguish Arabic sounds; the number of phonetic errors in pronunciation decreased [19].
- **Gamification Elements Increased Motivation.** The use of didactic games like “*Truth or Dare*” or “*Spin Wheel*” enhanced activity in lessons, boosting students' competitive spirit and participation [2].
- **Digital Tools Created Opportunities for Extracurricular Practice.** With the aid of mobile applications and online audio platforms, students gained the chance to continue pronunciation and communication exercises independently [12], [20].

Additionally, observations conducted by teachers recorded a significant **positive dynamic** in students across criteria such as **speech rate (speed)**, the **adequate use of grammatical constructions (correctness)**, and **lexical reserve (vocabulary)**. These results indicate the high practical effectiveness of the audiolingual methodology's core principles, such as systemic repetition and speech modeling.

A number of constraints and problems in applying the audio-oral method in Arabic language teaching were identified during the study:

- **Lack of Language Environment.** The daily communication environment in Arabic within the Academy is insufficient. Students' oral communication experience is limited because they do not have the opportunity to use Arabic outside of class [13].
- **Phonetic Influence of the Local Language.** Due to the difference in the phonetic structures of the Uzbek and Russian languages from the Arabic sound system, students struggle to pronounce sounds such as “14] ”ض“ , ”ق“ , ”غ“ , ”ع“ , [21].
- **Monotonous Lesson Methods.** Excessive repetition of drill exercises occasionally reduces student motivation, leading to boredom during the lesson process [15], [16].

These identified problems necessitate the diversification of teachers' methodological approaches, increasing the volume of interactive tasks, and establishing a natural communicative environment in Arabic. Specifically, the opportunities exist for effectively eliminating these shortcomings by activating communicative lessons, introducing gamification elements into the curriculum, and systematically implementing audio-laboratory exercises.

Discussion

The results of the study confirmed that the audio-oral (audiolingual) methodology demonstrates high effectiveness in shaping Arabic speaking competencies within the learning environment of the International Islamic Academy of Uzbekistan (IIAU). When the

teaching process is organized based on the logical-sequential chain of '**model - drill - application**', learners gained the ability to adequately shape phonetic pronunciation, use new lexical units in active communication, and automate speech reflex through listening [19]. This finding is consistent with the conclusions of M. Ritonga and his colleagues [10], who acknowledged that the audiolingual method develops '**correct pronunciation and fast speech response reaction**' in students.

At the same time, the data collected in the example of the IIAU indicate that the **lack of a practical language environment** and **methodological diversification** limits the potential effectiveness of this method. Despite the active participation of learners in class, their inability to continue Arabic communication practice outside of class slows down their communicative reflex. Such instances were also noted by Hasibuan and colleagues [2], who emphasized that gamifying the learning process through game elements ('*Truth or Dare*', '*Spin Wheel*') significantly increases student motivation. Therefore, extending communicative exercises, role-play situational dialogues, and game methods is recommended as an important methodological strategy in the IIAU experience [2], [5], [15]. The research further confirms the crucial importance of the **systematic application of phonetic and intonation exercises**. Exercises conducted on the basis of minimal pairs ('*sami'a-shami'a*', '*qalb-galb*') reduce the number of phonetic errors and develop auditory differentiation (the ability to distinguish) [14], [22]. As Hanani and Naser [7] pointed out, since the phonetic system of Arabic differs significantly from the phonological systems of other languages, specialized audio-exercises are necessary for shaping adequate pronunciation. Therefore, it is recommended to isolate phonetic exercises as a separate module within the audiolingual methodology curriculum.

The **integration of digital technologies** into the educational process also emerged as an important factor enhancing the effectiveness of the audiolingual methodology. Specifically, through mobile applications, podcasts, and online audio recording platforms, continuous communicative connection between the teacher and learner is ensured [12], [20]. This technological solution consolidates independent extracurricular work, allowing the creation of a '**virtual Arabic language environment**' for students. According to Zamiri and Esmaili [12], such digital tools significantly accelerate the processes of knowledge sharing and **reflexive (critical) analysis** within learning communities.

Furthermore, the analysis of the IIAU experience revealed that the level of Arabic language teachers' **professional-methodological preparedness** directly influences the overall outcome of the audiolingual methodology. Sanger [15] noted that mastering **inclusive and universal design** (Universal Design for Learning – UDL) approaches enables teachers to select methodological strategies suitable for the needs of diverse learners. Therefore, organizing methodological seminars and introducing professional development courses on digital pedagogy for teachers is crucial within the IIAU context.

In summary, the study identified three main strengths and three main constraints of the audiolingual method in the IIAU setting:

- **Strengths:** Increased pronunciation accuracy, improved auditory differentiation, and enhanced speech rate.

- **Constraints:** Lack of a natural language environment, monotony of lesson methods, and the influence of the local language.

The results of this study are in harmony with international research and confirm the possibility of significantly increasing the overall effectiveness of Arabic language teaching by **integrating the audiolingual methodology with communicative and digital pedagogy approaches** [2], [5], [7], [12], [19], [22].

Conclusion

The conducted research confirms that the audio-oral (audiolingual) methodology is a highly effective tool for developing Arabic speaking competencies for students at the International Islamic Academy of Uzbekistan (IIAU). This approach generated a significant **positive dynamic** in students across key criteria such as **phonetic pronunciation, auditory differentiation, lexical reserve, and oral expression accuracy** [7], [19]. Furthermore, activities based on speech modeling, systemic repetition (drill), and gamification (game) during lessons were observed to increase the learners' motivation level.

However, the research results also point to the necessity of ensuring a number of fundamental prerequisites (or institutional factors) to guarantee the full effectiveness of the methodology:

1. **Forming an Arabic Communication Environment (Language Environment).** Creating a natural communicative environment guarantees the continuous development of students' speaking proficiency. To this end, implementing thematic events like '**Arabic Day**', specialized language clubs, and **blended** (online and offline) conversation classes is put forward as an important recommendation in the IIAU context [13].
2. **Integrating Systemic Repetition (Drill) Exercises with Communicative Methods.** Although systemic repetition exercises hold a central place in audiolingual methodology, it is crucial to enrich them with role-play situational dialogues, staged conversations, and gamification elements. This practice allows the methodology to transition to a highly interactive and **student-centered** format [7], [15].
3. **Systematically Integrating Digital Platforms into the Teaching Process.** Through mobile applications, virtual audio-laboratories, and LMS (Learning Management System) systems, learners can continuously continue independent extracurricular practice. This factor, in turn, ensures the stable formation of speaking proficiency and the effective process of **reflexive (self-analytical) learning** [12], [16].

The general conclusion is that the audiolingual methodology has validated its scientific basis as an effective system that systematically integrates the phonetic, psycholinguistic, and communicative aspects of Arabic language teaching in the IIAU learning environment, aimed at shaping practical speaking competencies. However, its continuous success is directly dependent on the teacher's **methodological expertise (competency)**, the creation of a **practical learning environment**, and the level of **utilization of modern digital technologies** [15].

In the future, the prospect of **integrating the audiolingual approach with communicative and digital methods** in Arabic language teaching practice to further

enhance the quality of education, and to develop a **complex methodological model** compliant with international language teaching standards, represents a crucial scientific and pedagogical objective.

Recommendations

The research results confirm that the audio-oral (audiolingual) methodology is an effective pedagogical approach for developing Arabic speaking competencies for students at the International Islamic Academy of Uzbekistan (IIAU). With the aid of this method, learners recorded significant positive results in **phonetic pronunciation, auditory differentiation, lexical reserve, and oral expression accuracy** [7], [19]. Furthermore, activities based on listening, systemic repetition, and communicative dialogue during lessons directly contributed to the **automation of speech reflex**. At the same time, the use of **motivational gamification elements**, mobile technologies, and digital tools increased the overall interactivity level of the lesson [2], [12], [20].

Nevertheless, to ensure the maximum effectiveness of the methodology and fully realize its potential, the following fundamental prerequisites are deemed necessary:

1. **Forming an Arabic Language Environment.** A natural communication environment continuously develops Arabic speaking proficiency. For this purpose, it is essential to regularly conduct “**Arabic Day**” events at IIAU, organize Arabic language clubs, and establish audio-laboratories [13].
2. **Strengthening Methodological and Digital Preparedness.** It is necessary to organize professional development training for teachers on modern methodology, communicative approaches, and digital pedagogy. This process will enable teachers to integrate the audiolingual method with the communicative model [7], [15].
3. **Expanding Gamification and Reflective Assessment Systems.** Applying gamification elements and reflective assessment mechanisms in Arabic language education will increase student motivation and activate their independent learning activity [2], [16].

The general conclusion is that the audiolingual methodology has validated its scientific basis as an effective system that systematically integrates the phonetic, psycholinguistic, and communicative aspects of Arabic language teaching in the IIAU learning environment. However, its continuous success is directly dependent on the teacher's methodological expertise, the creation of a practical learning environment, and the level of utilization of digital technologies [15].

In the future, the prospect of **integrating this method with digital learning technologies and communicative approaches** to further enhance the quality of Arabic language education, and to develop a complex methodological model compliant with international education standards, constitutes a crucial scientific and pedagogical objective.

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