



Audio-Visual Media in Arabic Listening (*Isti'mā'*) Instruction: A Conceptual Library Review

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ABSTRACT

Purpose – This study aims to examine the concept of effectiveness from a theoretical perspective, describe the nature of audio-visual media in learning, analyze the characteristics of Arabic listening skills, identify the role of audio-visual media in supporting listening instruction, and explore the factors that facilitate its use.

Design/methods/approach – This research employs a qualitative approach using a library research design with a descriptive-analytical method. Data were collected from secondary sources, including journal articles, books, and previous studies, and analyzed using content analysis through stages of data organization, thematic coding, interpretation, and synthesis.

Findings – The findings indicate that effectiveness should be understood as the alignment between learning objectives, processes, and outcomes rather than as a purely empirical measure. Audio-visual media provide richer linguistic input, enhance comprehension through multimodal presentation, and improve learner motivation and engagement. Additionally, Arabic listening requires contextual exposure, repetition, and structured pedagogical support, which can be effectively facilitated by audio-visual media.

Research Implications – The study highlights the importance of integrating audio-visual media into well-designed instructional strategies to optimize learning outcomes. It also provides a conceptual framework that contributes to the theoretical understanding of media use in Arabic listening instruction. However, as this study is based on literature review, further empirical research is recommended to validate and extend these findings in practical classroom settings.

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Introduction

Arabic listening is a fundamental component of language proficiency, as it enables learners to process spoken input, interpret meaning, and respond appropriately in communicative contexts. In language education, listening serves as the foundation for the development of other skills, including speaking, reading, and vocabulary acquisition (Indahwati et al., 2025). However, many learners encounter difficulties in understanding spoken Arabic due to limited exposure to authentic input and the complexity of phonological features (Baroro & Al Gholi, 2026). Traditional instructional approaches, which often rely on text-based or audio-only methods, are frequently insufficient to address these challenges. Consequently, the integration of more dynamic and multimodal instructional media has become increasingly important in contemporary language learning environments (Tarmizi & Sari, 2023).

Previous studies have demonstrated that audio-visual media can significantly enhance listening performance compared to conventional methods. Research on EFL Arab learners revealed that students exposed to audio-visual materials showed substantial improvement in vocabulary, grammar, and overall listening comprehension



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(Al-Athwary & Lasloun, 2021). Similarly, the implementation of audio and audio-visual media in Arabic listening instruction has been found to improve students' comprehension and motivation, although challenges such as limited facilities and teacher readiness remain (Zuhdiyyah & Hamdi, 2026). Experimental and classroom-based studies further confirm that audio-visual media positively affect students' listening achievement across different educational levels (Hawerna, 2023; Arrahma et al., 2024). These findings suggest that multimodal input plays a critical role in facilitating language acquisition.

In addition, recent research highlights the importance of digital and interactive audio-visual resources in enhancing listening skills. The use of subtitled videos has been shown to significantly improve students' listening comprehension and overall performance (Barnabas et al., 2024). Animated videos also provide visual reinforcement that helps learners understand complex listening materials more effectively (Islamiah & Ahmad, 2025). Furthermore, the integration of platforms such as YouTube offers engaging and context-rich content that attracts learners' attention and supports comprehension (Baharudin et al., 2019). These studies indicate that digital audio-visual media contribute to a more engaging and accessible learning experience.

Other pedagogical approaches have also been found to complement the use of audio-visual media in listening instruction. Extensive Listening (EL), for instance, supports vocabulary acquisition, pronunciation, and grammatical understanding through repeated exposure to comprehensible input (Yudhiantara & Syihabuddin, 2023). Similarly, the integration of Project-Based Learning (PBL) with audio-visual media enhances students' participation, motivation, and comprehension in listening activities (Musyarofah et al., 2025). Research also shows that structured media use, such as staged listening activities and guided repetition, can improve learners' ability to process spoken language effectively (Rochma et al., 2021). These findings emphasize that instructional design plays a crucial role in maximizing the benefits of media use.

Moreover, several studies have identified the broader impact of audio-visual media on learner engagement and academic achievement. Digital-based audio-visual media have been shown to increase students' motivation and participation in Arabic language learning (Meilizia et al., 2025). The use of various media formats, including interactive videos and applications, has also been found to improve vocabulary mastery, intonation, and learner confidence (Oktari et al., 2026). In addition, audio-visual tools are considered practical and effective in enhancing students' interest, comprehension, and memory retention (Halim & Atoh, 2025). These findings reinforce the view that audio-visual media support not only cognitive development but also affective aspects of learning.

Despite these promising findings, several limitations remain in the existing literature. Many studies focus on specific contexts, small sample sizes, or particular media types, limiting the generalizability of their conclusions. Furthermore, most studies emphasize empirical outcomes without sufficiently addressing the conceptual understanding of effectiveness in media-based learning. There is also a lack of integrative analysis that connects the nature of audio-visual media, the characteristics of Arabic listening skills, and the supporting factors influencing their implementation. These gaps indicate the need for a comprehensive theoretical synthesis that can provide a clearer and more structured understanding of the topic (Tambunan & Yahfidzam, 2025).

Based on these considerations, this study aims to examine the use of audio-visual media in Arabic listening instruction from a conceptual and literature-based perspective. Specifically, it seeks to analyze the concept of effectiveness in theoretical terms, describe the nature of audio-visual media, explore the characteristics of Arabic listening skills, identify the role of audio-visual media in supporting listening instruction, and examine the factors influencing their implementation. By synthesizing findings from previous studies, this research intends to provide a comprehensive theoretical framework that clarifies the contribution of audio-visual media in language learning. Ultimately, the study is expected to offer both theoretical insights and practical implications for improving Arabic listening instruction in diverse educational contexts.

Methods

This study employs a qualitative approach through library research. This approach aims to conceptually examine the use of audiovisual media in Arabic listening instruction by analyzing various scientific literature. The study is descriptive-analytical, meaning it describes concepts and theories and systematically and critically analyzes their interrelationships.

The research procedure involves several stages, namely: (1) determining the research focus; (2) literature search from relevant journals, books, and scientific publications; (3) selection and classification of sources based on topic relevance; and (4) data analysis and synthesis to produce a structured scientific narrative. The research procedure is carried out through several systematic stages.

This research uses digital tools, such as computers and the internet, to access journal databases and academic sources. Additionally, word processing software and reference management applications are used to support the systematic management of data and citations.

The data used are secondary sources, including journal articles, academic books, and previous research findings. Data collection was conducted through a literature review. Data analysis employed content analysis, involving the stages of organization, thematic coding, interpretation, and concluding in a descriptive-analytical manner.

The reliability and validity of the research were ensured through the use of credible sources (indexed journals and peer-reviewed publications), triangulation of sources to ensure consistency of information, and meticulous analysis. Additionally, consistency between the research objectives, theoretical framework, and analysis results was maintained to enhance the validity of the findings.

Results

This section presents the findings derived from a systematic analysis of various scholarly sources related to the use of audio-visual media in Arabic listening instruction. It begins with a synthesis of previous studies to map existing research trends, methodological approaches, and key findings in the field. The findings are then organized thematically to illustrate the relationships among the concept of effectiveness, the characteristics of audio-visual media, and the nature of Arabic listening skills from a theoretical perspective. As this study adopts a literature review approach, the results do not rely on empirical field data but instead provide a critical and structured conceptual synthesis of prior research. Accordingly, this section emphasizes research mapping, conceptual analysis, and the identification of relationships among key variables in Arabic listening instruction, aiming to establish a

comprehensive theoretical foundation for understanding the contribution of audio-visual media in the learning process.

3.1. A Synthesis of Previous Research on Audio-Visual Media in Arabic Listening Instruction

This section presents a synthesis of previous studies on the use of audio-visual media in Arabic listening instruction. This synthesis aims to identify patterns of findings, methodological approaches, and the key contributions of each study in explaining the role of audio-visual media. By reviewing various studies that employ quantitative, qualitative, and literature review approaches, this section provides a comprehensive overview of the development of research in this field. The tabular presentation is intended to facilitate mapping relationships among studies while systematically displaying the focus, methods, and key findings. Through this synthesis, a strong foundation will be established for understanding the position of this research within the broader research context.

Table 1. Synthesis of Previous Studies on Audio-Visual Media in Arabic Listening Instruction

No	Author(s) (Year)	Research Focus	Methodology	Key Findings
1	Al-Athwary & Lasloum, 2021	Audio vs audio-visual comparison	Experimental	Audio-visual media significantly improved listening skills and linguistic competence
2	Zuhdiyyah & Hamdi, 2026	Use of media in Arabic listening (MA level)	Qualitative	Enhanced comprehension and motivation, but limited by facilities and teacher competence
3	Hawema, 2023	Improving listening skills (junior high)	Classroom Action Research	Audio-visual media improved students' listening ability
4	Arrahma et al., 2024	Effect of AVA on listening comprehension	Experimental	Audio-visual aids significantly improved listening comprehension
5	Ramdani et al., 2024	Vocabulary and listening skills	Classroom Action Research	Improved vocabulary mastery supporting listening skills
6	Meilizia et al., 2025	Digital media and learning outcomes	Qualitative	Increased engagement and academic performance
7	Kurniawati et al., 2025	Audio-based listening instruction	Qualitative	Structured learning process through clear instructional stages
8	Aziz et al., 2022	Psycholinguistic factors	Qualitative	Motivation and film media enhanced listening ability
9	Oktari et al., 2026	Digital media integration	Qualitative	Improved vocabulary, intonation, participation, and confidence
10	Islamiah & Ahmad, 2025	Animated video in listening	Qualitative	Visual support enhanced comprehension of complex materials
11	Yudhiantara & Syihabuddin, 2023	Extensive Listening approach	Qualitative	Improved vocabulary, pronunciation, and grammar
12	Barnabas et al., 2024	Subtitled videos	Experimental	Significantly improved listening comprehension
13	Rochma et al., 2021	Aljazeera-based media	Qualitative	Supported structured pre-, while-, and post-listening activities
14	Tambunan & Yahfidzam, 2025	AV media impact on <i>istimā'</i>	Experimental	Significant positive impact on listening ability

No	Author(s) (Year)	Research Focus	Methodology	Key Findings
15	Halim & Atoh, 2025	Perception of AV media	Survey	Improved motivation, comprehension, and memory retention
16	Baharudin et al., 2019	YouTube in learning	Survey	Increased engagement through visual and auditory features
17	Efendi et al., 2023	Audiolingual method (visually impaired)	Qualitative	Promoted inclusive and interactive learning
18	Sawadogo et al., 2020	Smartphone-based AV media	Experimental	Improved listening and speaking skills
19	Musyarofah et al., 2025	Project-Based Learning	Qualitative	Increased participation, motivation, and comprehension
20	Tarmizi & Sari, 2023	Systematic Literature Review	SLR	AV media is essential for improving language comprehension

Based on the synthesis of twenty previous studies, a consistent tendency emerges showing that audio-visual media contribute significantly to improving the quality of Arabic listening instruction. Most experimental studies reported substantial gains in learners' listening performance after the use of audio-visual media compared with conventional methods (Al-Athwary & Lasloum, 2021; Arrahma et al., 2024; Tambunan & Yahfidzam, 2025). These findings indicate that the integration of visual and auditory elements can strengthen language comprehension by presenting input in a more concrete and meaningful context. In addition, audio-visual media have been shown to support the acquisition of linguistic aspects such as vocabulary, grammar, and intonation. Thus, both empirically and conceptually, audio-visual media demonstrate strong potential for enhancing Arabic listening competence.

On the other hand, qualitative and descriptive studies provide deeper insight into the processes and dynamics of audio-visual media use in instruction. These studies suggest that the effectiveness of media use depends not only on the type of media employed, but also on the way it is embedded within instructional strategies (Zuhdiyyah & Hamdi, 2026; Oktari et al., 2026; Musyarofah et al., 2025). For example, the use of media within instructional frameworks such as Extensive Listening and Project-Based Learning has been shown to increase active participation, motivation, and learner engagement. This confirms that audio-visual media function most effectively when supported by a systematic, process-oriented instructional design. In other words, media should not be viewed as an isolated factor, but rather as part of a broader learning ecosystem.

Furthermore, the synthesis reveals a diversification in the forms of audio-visual media used in language learning, ranging from instructional videos and animations to digital platforms such as YouTube and smartphone-based applications (Barnabas et al., 2024; Islamiah & Ahmad, 2025; Baharudin et al., 2019; Sawadogo et al., 2020). This diversity shows that technological development has created wider opportunities for providing authentic and contextual language input. Digital media enable learners to access repeated and flexible exposure to language, which is a crucial factor in listening skill development. Moreover, the use of digital media has also been found to increase interest and motivation, both of which are important affective dimensions in language learning. Therefore, the integration of technology into listening instruction is no longer optional, but increasingly necessary in modern educational settings.

Nevertheless, the synthesis also reveals several limitations in the implementation of audio-visual media. Some studies indicate that factors such as limited facilities, teacher competence, and differences in learner background may hinder the optimal use of media (Zuhdiyyah & Hamdi, 2026; Aziz et al., 2022). In addition, there is a

mismatch between empirical findings that demonstrate the effectiveness of media and the lack of conceptual frameworks explaining how such media operate in learning. Most studies still focus on outcomes without thoroughly elaborating the relationship between input, process, and outcome within the learning system. This suggests a theoretical gap that needs to be addressed through more systematic conceptual inquiry.

Based on this analysis, audio-visual media can be seen as playing a strategic role in Arabic listening instruction, both cognitively and affectively. However, their effectiveness is not automatic; it depends on the appropriate integration of media, instructional strategy, and educational context. Accordingly, this study reinforces the importance of a conceptual approach to understanding media effectiveness, while also helping bridge the gap between empirical findings and theoretical frameworks. In this way, the synthesis not only summarizes previous studies, but also offers an analytical perspective that may serve as a basis for future research

3.2. Conceptualization of Effectiveness from a Theoretical Perspective

Based on a review of the literature, effectiveness is the degree to which predetermined objectives are achieved in an activity or process. In the context of education, effectiveness is not only about the outcome but also about the alignment of the process, strategies, and learning objectives designed from the outset (Tarmizi & Sari, 2023). This concept holds that a learning activity is effective when all involved components work synergistically to guide learners toward the expected competency outcomes. Thus, learning effectiveness is not a single variable but a construct encompassing various aspects, such as methods, media, motivation, and the learning environment (Meilizia et al., 2025; Halim & Atoh, 2025).

In the analyzed literature review, effectiveness is also understood as the relationship between inputs, processes, and outputs within a learning system. Inputs include learners, instructional materials, and learning media; processes encompass the pedagogical interactions occurring during teaching and learning activities; while outputs refer to the learning outcomes achieved. This perspective emphasizes that effectiveness is not determined solely by the outcome but also by the quality of the process undertaken (Zuhdiyyah & Hamdi, 2026). Therefore, in the context of using audiovisual media, effectiveness is more appropriately understood as the potential of such media to support the achievement of learning objectives, rather than as a claim of empirical results (Al-Athwary & Lasloum, 2021; Arrahma et al., 2024).

Furthermore, the literature indicates that learning effectiveness is closely linked to the principle of optimizing resource use in achieving educational goals. This implies that the use of audio-visual media must be systematically and purposefully designed to maximize its contribution to the learning process (Oktari et al., 2026; Musyarofah et al., 2025). Thus, effectiveness in this study is conceptualized as a theoretical construct that explains the relationship between the use of audiovisual media and the achievement of learning objectives in Arabic listening.

3.3. The Nature of Audio-Visual Media in Learning

A review of the literature indicates that audiovisual media are a learning medium that integrates auditory and visual elements simultaneously. This media encompasses various forms, such as educational videos, films, recorded dialogues, and other audiovisual broadcasts used in the learning process (Barnabas et al., 2024; Islamiah & Ahmad, 2025). Conceptually, audio-visual media have the advantage of conveying information more concretely and contextually than conventional media that rely solely on text or verbal explanations (Halim & Atoh, 2025).

In educational literature, instructional media are defined as tools or resources used to convey messages from a source to learners within the learning process. Audiovisual media, in this context, have the distinctive characteristic of stimulating more than one sense simultaneously—namely, hearing and sight (Baharudin et al., 2019). This characteristic enables learners to gain a richer and more meaningful learning experience. Additionally, audiovisual media can present realistic representations of objects or situations that are difficult to present directly in the classroom (Sawadogo et al., 2020).

Literature also classifies audiovisual media into two main types: pure and non-pure. Pure audiovisual media directly integrate sound and image elements into a single unit, such as films and videos, while non-pure audiovisual media combine visual elements with separate audio components (Kurniawati et al., 2025). Both types serve the same function in supporting the learning process by delivering information in a more engaging and understandable way.

Thus, the results of this study indicate that audiovisual media have great potential as a learning tool that can enhance the quality of interaction between teachers and students. This medium serves not only as an instructional aid but also as an integral component of a pedagogically designed learning system.

3.4. Characteristics of Arabic Listening Skills (*Isti'mā'*)

Based on theoretical studies, listening skills (*isti'mā'*) are one of the fundamental competencies in Arabic language learning. This skill involves understanding, interpreting, and responding to oral messages (Yudhiantara & Syihabuddin, 2023). In the context of language learning, listening is not merely passive but an active process involving attention, comprehension, and interpretation.

The literature indicates that listening skills are closely related to other language skills, such as speaking, reading, and writing. Strong listening skills contribute to improved speaking ability, vocabulary acquisition, and contextual understanding (Ramdani et al., 2024; Tambunan & Yahfidzam, 2025). Therefore, listening serves as a foundational skill in Arabic language acquisition.

In practice, students often face difficulties in distinguishing similar phonetic sounds and understanding spoken Arabic due to limited exposure. These challenges highlight the need for instructional media that can provide authentic and contextual input (Aziz et al., 2022).

The literature also suggests that developing listening skills requires structured strategies, including repeated exposure, contextual learning, and the use of supportive media. In this regard, audiovisual media are considered effective tools for enhancing learners' understanding of phonetics, intonation, and contextual meaning (Barnabas et al., 2024; Islamiah & Ahmad, 2025).

3.5. The Role of Audio-Visual Media in Supporting Listening Instruction

The literature review indicates that audiovisual media play a significant role in creating engaging and interactive learning environments. These media enhance student attention by presenting varied and contextualized content (Meilizia et al., 2025).

In Arabic listening instruction, audiovisual media provide authentic pronunciation models and contextual language use, enabling students to understand meaning more comprehensively (Al-Athwary & Lasloum, 2021; Arrahma et al., 2024). Additionally, audiovisual media allow for independent learning through repeated exposure to instructional materials.

Studies also highlight that audiovisual media can enhance students' motivation and engagement. Engaging content such as videos and storytelling increases

students' interest in learning (Halim & Atoh, 2025; Baharudin et al., 2019). Furthermore, audiovisual media provide immediate feedback, helping learners identify and correct errors, thereby improving their listening skills (Sawadogo et al., 2020).

3.6. Supporting Factors for Media-Based Listening Instruction

The literature indicates that the success of listening instruction is influenced not only by media use but also by several supporting factors. Motivation is a key factor that drives active participation and learning engagement (Meilizia et al., 2025).

Attention is also critical, as audiovisual media can capture learners' focus through engaging stimuli. However, this must be supported by effective instructional strategies (Oktari et al., 2026). Continuous practice and evaluation are essential for developing listening skills. Audiovisual media facilitate repeated exposure and flexible learning opportunities (Musyarofah et al., 2025). Additionally, a supportive learning environment, including access to technology and learning resources, significantly influences learning outcomes (Zuhdiyyah & Hamdi, 2026).

3.7. Conceptual Implications of the Use of Audio-visual Media

Based on the overall literature review, audiovisual media make a significant conceptual contribution to Arabic listening instruction. They provide authentic input, enhance motivation, and support contextual language comprehension (Tarmizi & Sari, 2023; Tambunan & Yahfidzam, 2025). However, their effectiveness depends on instructional design, teacher competence, and available resources. Therefore, the use of audiovisual media must be systematically planned and integrated into the learning process (Zuhdiyyah & Hamdi, 2026). Further empirical research is needed to validate and extend these conceptual findings in practical educational settings.

Discussion

The findings of the literature review indicate that the use of audio-visual media in Arabic listening instruction has a strong theoretical foundation in enhancing the quality of the learning process. This finding is consistent with previous studies which demonstrate that audio-visual media provide richer linguistic input compared to conventional media (Al-Athwary & Lasloun, 2021; Arrahma et al., 2024). Conceptually, this advantage lies in its ability to integrate visual and auditory elements simultaneously. Such integration enables learners to comprehend spoken language in a more contextual and comprehensive manner. Therefore, audio-visual media can be understood as a pedagogical tool that supports the achievement of listening learning objectives more effectively.

From a theoretical perspective, learning effectiveness is not solely determined by final outcomes, but also by the quality of the learning process itself. The findings of this study reinforce the view that the effectiveness of audio-visual media should be positioned as a potential contribution to the learning process rather than merely as measurable empirical outcomes. This is in line with studies showing that structured media use enhances comprehension, motivation, and learner engagement (Zuhdiyyah & Hamdi, 2026). Thus, effectiveness in this context is better understood as the relationship between input, process, and output within the learning system. This perspective strengthens the argument that audio-visual media function as facilitators in the meaning-making process undertaken by learners.

The findings also reveal that the nature of Arabic listening skills requires a contextual and authentic input-based approach. Learners' difficulties in distinguishing sounds, intonation, and linguistic structures highlight the need for media that can present language in a more realistic manner. Audio-visual media, such as videos and

recorded dialogues, provide more representative models of pronunciation and communicative context (Barnabas et al., 2024; Islamiah & Ahmad, 2025). This aligns with language acquisition theories that emphasize the importance of comprehensible input in the learning process. Accordingly, audio-visual media serve as a bridge between theoretical constructs and practical application in listening instruction.

Furthermore, the findings indicate that the integration of audio-visual media with appropriate instructional strategies enhances the overall learning experience. Approaches such as Extensive Listening and Project-Based Learning have been shown to increase learners' participation, motivation, and comprehension when combined with relevant media (Yudhiantara & Syihabuddin, 2023; Musyarofah et al., 2025). This suggests that learning success is not determined solely by the type of media used, but also by the instructional design in which it is embedded. Audio-visual media yield more optimal outcomes when integrated into systematic stages of instruction. Therefore, the teacher's role in designing and managing the learning process becomes a critical factor in maximizing the use of media.

Moreover, motivation and learner engagement are identified as key factors in listening instruction. The literature shows that audio-visual media enhance learning interest through engaging and interactive content (Meilizia et al., 2025; Halim & Atoh, 2025). The use of digital technologies, such as interactive videos and online platforms, also provides flexibility and broader access to learning resources (Baharudin et al., 2019). These findings reinforce the idea that audio-visual media contribute not only to cognitive development but also to affective aspects of learning. Consequently, such media play an important role in creating a more supportive and meaningful learning environment.

However, this study also identifies several limitations in the implementation of audio-visual media across educational contexts. Some studies highlight constraints such as limited facilities, teacher competence, and variations in learners' backgrounds, which may affect the effectiveness of media use (Zuhdiyyah & Hamdi, 2026). In addition, many studies still focus primarily on empirical outcomes without providing a comprehensive conceptual framework. This indicates a gap between theory and practice in the field of instructional media research. Therefore, a more integrative approach is needed to fully understand the role of audio-visual media in learning.

Overall, this study confirms that audio-visual media make a significant conceptual contribution to Arabic listening instruction. These contributions include the provision of authentic input, increased learner motivation, and support for contextual language comprehension. However, their effectiveness is highly dependent on instructional design, teacher readiness, and the availability of supporting facilities. Accordingly, this study implies that the use of audio-visual media should be systematically planned and integrated into the learning process. Furthermore, future empirical research is needed to more specifically examine the relationship between media use and the improvement of Arabic listening skills.

Conclusion

This study aimed to examine the concept of effectiveness from a theoretical perspective, describe the nature of audio-visual media in learning, analyze the characteristics of Arabic listening skills, identify the role of audio-visual media in supporting listening instruction, and examine the factors that facilitate its use based on scholarly literature. The literature review shows that effectiveness should be understood as the degree to which learning objectives are achieved through the alignment of process, strategy, and expected outcomes, rather than as an exclusively

empirical claim. It also demonstrates that audio-visual media provide richer linguistic input, strengthen learner motivation and engagement, and support comprehension through multimodal presentation. In addition, the review indicates that listening in Arabic requires contextual exposure, repeated input, and pedagogical support, all of which can be meaningfully facilitated by audio-visual materials. Overall, the findings establish that audio-visual media have a strong conceptual contribution to Arabic listening instruction and are most beneficial when integrated into structured and pedagogically appropriate learning designs. The main limitation of this study lies in its reliance on library research, which means that the conclusions are based on conceptual synthesis rather than direct classroom observation or experimental measurement. As a result, the study cannot claim causal effectiveness in an empirical sense. Future research should therefore conduct experimental, quasi-experimental, or mixed-method studies to test the practical impact of audio-visual media on Arabic listening achievement. Further studies are also recommended to examine how teacher competence, learner characteristics, and technological access influence the success of media-based listening instruction.

Declarations

Author contribution statement

Rizqa Lailatus Syafaah conceptualized the study, designed the research framework, conducted the data analysis, and drafted the original manuscript. Muhammad Afthon Ulin Nuha contributed to the development of the theoretical framework, supervised the research process, and critically revised the manuscript for important intellectual content. Nazri Atoh contributed to data collection, literature review, data organization, and assisted in editing and finalizing the manuscript. All authors have read and approved the final version of the manuscript.

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Data availability statement

The data supporting the findings of this study are derived from published sources, including books, journal articles, and academic documents. All data used in this study are available within the article and its referenced sources. No new empirical datasets were generated or analyzed during the current study.


Declaration of interests statement


The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.


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