A Qualitative Exploration Of The Impact Of Fostering AFL Learners' Vocabulary Skills Using BBC Arabic Live News

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Abstract

This qualitative study aims to analyze the impact of BBC Arabic Live on fostering vocabulary skills. The subject totaled 37 slow learners in their bachelor of art program; the Arabic department was at The New College, Chennai, India. The Experimental Group was trained for vocabulary acquisition through ten classroom activities using BBC Arabic Live. The qualitative questionnaires were given after carrying out the classroom activities. The data were analyzed using a qualitative approach. The results showed that a live BBC Arabic News classroom activity approach brought about potential changes in their vocabulary acquisition. This study applied pedagogical implications for fostering vocabulary skills through listening skills. It underscored the practical importance of student-centered approaches for honing modern Arabic vocabulary skills. Overall, the study's findings point to the potential benefits of using BBC Arabic Live in the classroom to help students learning Arabic as a foreign language acquire vocabulary. The study's findings emphasize the necessity of learner-centric and student-centered approaches to language learning, which has significant ramifications for approaches to language teaching in higher education. Future studies in this field might look at the impact of vocabulary development on other language abilities like reading and writing, or they might examine the usage of different media sources for vocabulary acquisition.

Keywords: Arabic As a Foreign Language; TAFL; Live Learning; Activity-Based Approaches; Classroom Activities; Pedagogical Implications; BBC Arabic Live News

INTRODUCTION

Listening is the first learning skill in the natural language process of any child, followed by speaking, reading and writing (Peelle, 2018). For learning any language, listening skills play an important role. According to Huges, there are two key components of listening skills: 1. Micro skills which focus on understanding what someone says, which involves recognition of individual sounds, cohesive devices, and other features. 2. Macro skills help the listener understand the gist. The present age of the internet and technology has influenced all fields to progress with innovation and modernity. Education is an important tool for progress in any field. It is the role of all educators to pay attention to it and find ways to teach learners to use modern gadgets for their futuristic growth. The learners of the present generation cannot be separated from the devices they use potentially in their day-to-day lives, such as smart mobile phones, laptops, tablets, iPads,

and other electronic gadgets. According to Dimakopoulos and Magoulas, personal mobile technologies have a role in sustaining and promoting lifelong learning more generally(Dimakopoulos, D. N., & Magoulas, 2009). It is evident that "as mobile devices acquire more and more features, both teachers and learners will need to develop their understanding of facilities are needed and how they will be used in education or training" (Kukulska-Hulme and Traxler, 2005, pp. 189) In this context, the learners' attention is tough to get in the learning environment, and most of the learners need engaging activities, constant motivation, and technology-based teaching, which are feasible only through the technical instruments that are affordable and that they regularly use. It is always challenging to teach any foreign language to learners in an Indian context.

Language skills can be acquired only through consistent practice. Most often, in colleges, listening skills are given less importance, and focus is required on enhancing listening skills. By doing so, learners are successful in acquiring speaking skills. Giving practice to the learners in listening to develop their vocabulary skills in Arabic and giving them a native atmosphere is challenging for learners who learn Arabic as a foreign language(Soliman & Khalil, 2022). The learners of Arabic in Tamil Nadu are learning it as the third language after Tamil and English. They are not technically exposed to native speakers of Arabic during their school days and college years. They listen to lectures from teachers on Arabic subjects in college. They never practice beyond their classrooms. The training sessions are vital for them to develop their listening skills in Arabic through self-paced and self-learning strategies. Even though many techniques have been adopted to teach Arabic language and literature, a skilful focus on listening for vocabulary development is still lacking in the education field. They need to be trained in listening and reading activities that will help them speak Arabic fluently. The learners are from varied backgrounds and lack practice in listening to Arabic. Teachers in classrooms play an important role in the traditional methods of teaching subjects in live classrooms.

According to Carthy (1988) who states that even though one is a good student mastering the grammar of a language, it is useless without a good command of vocabulary. He states that only vocabulary will bring meaning to communication(Mc Carthy, 1988). However, many researchers have been exploring strategies to teach vocabulary skills in the present scenario using technology, social media, media, and AI tools because it is one of the important tools for developing communication skills(Almelhes, 2024; Azzeh et al., 2024; Chen et al., 2020; Facchin, 2020; "Learning Arabic Vocabulary: The Effectiveness of Teaching Vocabulary and Vocabulary Learning Strategies," 2020; Setyanto et al., 2022a, 2022b). The focus of the researchers is to enhance the vocabulary development of the selected learners.

According to Vidal, active listening and vocabulary acquisition are keys to academic success(Aldhafiri, 2020; Azzeh et al., 2024; Setyanto et al., 2022b; Vidal, 2003). Listening skills are generally enhanced by listening to dialogues, conversations, podcasts, news channels, audiobooks, and other platforms. Many colleges in Tamil Nadu face challenges in teaching listening skills in Arabic to AFL learners because Arabic is a foreign language for Arabic teachers in Tamil Nadu(Al-Shuwairekh, 2002). They lack constant exposure to such activities. To address this issue, this study was initiated to focus on one of two key components of listening skills: micro skills in particular to give training to recognition of individual sounds and words to develop the vocabulary skills of select AFL learners at The New College through BBC Live Arabic.

This section deals with the work already done in the related area of teaching vocabulary skills through media in general and then examines radio news as a tool for teaching vocabulary skills. Then, the application of BBC Arabic Live in the context of teaching vocabulary skills was explored to analyse the effectiveness of using BBC Arabic Live as a tool for enhancing vocabulary acquisition for select AFL learners. In their qualitative type of field research conducted at MIS Al-Hidayah Medan, Ranti Pratiwi and Harun Al Rashid described the use of media pictures in learning Arabic vocabulary in elementary schools. They obtained data on learning Arabic vocabulary using media pictures from the data sources of Arabic class VI teachers at MIS Al-Hidayah Medan and documents supporting learning Arabic at the madrasah. The study results showed that using media pictures to learn Arabic vocabulary at MIS Al-Hidayah was done by displaying images matching the Arabic vocabulary. While Pratiwi and Al Rashid's qualitative field research at MIS Al-Hidayah Medan shed light on the use of media pictures in teaching Arabic vocabulary in elementary schools and critical examination were warranted. The effectiveness of using media pictures was asserted without concrete evidence or comparison to alternative methods, leaving room for ambiguity. A more comprehensive analysis would benefit from a deeper exploration of potential limitations and a broader discussion on the implications of their findings for the broader field of Arabic language education (Pratiwi, R., & Al Rashid, 2023).

The study of Dalal Alshaikhi was based on an exploratory sequential design, which aimed at investigating Saudi female students and their teachers' perceptions of using podcasts to improve extensive listening skills. The study used the Nvivo qualitative package and the Statistical Package of Social Sciences (SPSS) Program to analyse data collected from 120 students and teachers. They were sampled from the four different proficiency levels of the English Language Institute (ELI) at King Abdul Aziz University (KAU) in Saudi Arabia. The results are then triangulated to help understand the research problem. The results revealed participants' positive perceptions about integrating podcasts to enhance extensive listening. The study also showed that teachers were more familiar with podcasts than students. Furthermore, all participants had a positive attitude toward using a listening instructional supplementary pack that can include a few short authentic podcasts. They recommended using various challenging topics that are related to students' interests and proficiency levels. This study contributed to the literature on integrating podcasts to enhance extensive listening. Alshaikhi's study on Saudi female students and teachers' perceptions of using podcasts to improve extensive listening skills provides valuable insights, yet certain aspects merit critical consideration. While the exploratory sequential design is suitable for the research objectives, details on the selection criteria for the 120 participants and the representativeness of the sample in relation to the broader Saudi Arabian context are missing. The use of Nvivo and SPSS for data analysis is mentioned, but the specific analytical methods employed remain unspecified, limiting the transparency of the study's methodology. By addressing these details, the study's findings would be more convincing and the effectiveness of podcasts in language learning environments would be better understood.

The researcher, Nikmatul Rochma aimed to get a clear picture of the application of these media in the learning process of Arabic teaching, especially Maharah Istima' at the University of Darussalam Gontor. Learning Arabic for non-native speakers requires more variety and innovation, including in the selection of teaching materials, learning methods, and learning media. The results of the study indicated that the implementation

of learning.aljazeera.net media in the listening session rested on three main stages. They were 1) pre-listening, which contained vocabulary delivery, 2) the listening process, which used videos from the learning.aljazeera.net website that were repeated at least four times; and 3) the post-listening stage, covering the evaluation of listening activities from the simplest form to the most complex form of evaluation.

In their research work, Hu, Hai-Peng, and L. J. Deng analysed the application of motivation for students' vocabulary acquisition in a multimedia environment. Firstly, it provided a brief introduction to the current situation of vocabulary learning and teaching in China and abroad and then introduced vocabulary acquisition with CALL and CALT, together with psychological and cour hardware and software foundations for vocabulary learning. They recommended that teachers assist learners with vocabulary through several strategies(Hu, H. P., & Deng, 2007; Nikmatul Rochma, 2021; Zainuddin & Sahrir, 2016).

Mohammed Ali Mohsen investigated the effects of two help options in a multimedia listening environment on L2 vocabulary acquisition. Thirty-four Arab learners of English as a foreign language watched and listened to an animated story under any one of the following conditions: (1) annotations + captions + animation (ACA) and (2) annotations + transcripts + animation (ATA). After viewing the story, the participants received a vocabulary post-teacher

(i.e., L2 spelling) and a post-test of translating Arabic words into the target language (L2 form recall). These tests were readministered five weeks after the treatment. The results revealed that the ACA and ATA groups performed significantly better on both L2 vocabulary spelling and L2 vocabulary recall in the post-test and delayed test treatments than on L2 vocabulary spelling and recall in the pretest treatments. The results suggest that both types help improve L2 vocabulary acquisition, whereas ACA surpasses ATA in aiding L2 vocabulary acquisition over the long term. In light of these findings, pedagogical implications for teachers, learners, and curriculum designers are discussed(Hughes, 2001; Mohsen, 2016).

Nick C. Ellis summarized current cognitive and psychological knowledge concerning vocabulary acquisition and discussed implications for the development of effective computer-assisted vocabulary acquisition methods. It was argued that several aspects of vocabulary acquisition involve qualitatively different learning processes: (1) acquisition of cognitive mechanisms for pattern recognition of written or spoken word forms as well as mechanisms for the production of spoken or written word forms; this involves implicit learning processes in specialized input and output modules. In contrast, (2) the acquisition of word meanings requires explicit (conscious) learning processes with deep processing strategies like semantic elaboration and imagery mediation, resulting in better acquisition. In their paper, Michalski and Marina discussed journalists' responses to corporate language standardization within the lingua scapes of the BBC Arabic Service. The findings demonstrated the impact of various interlinked influences on these responses: from external ones associated with the macro-level of the Arabophone context and the journalistic profession to internal organizational ones occurring at the macro-level of the BBC, and micro-level considerations linked with individual journalists' career-related intentions(Ellis, 1995; Michalski, M. P., & Śliwa, 2021).

Nik Mohd Rahimi, Nurfarahin Nasri and Siti Samihah investigated the application of animated video (AV) in enhancing Malaysian students' Arabic vocabulary acquisition. Following a quasi-experimental research design, a group of fourth-grade students (N=46) who studied Arabic as a foreign language was randomly divided into treatment (n=23)

and control groups (n=23). The treatment group experienced the use of AV during the teaching and learning sessions, while the control group underwent conventional classroom teaching. The AV contained a variety of multimedia sources to describe and depict Arabic vocabulary accurately. Each group received two 30-minute lessons per week, during which they learned five to seven new words in one lesson. Both groups were later assessed after three weeks, and the scores were analysed using SPSS Version 20.

Findings showed a significant difference between the two groups and provided empirical evidence to suggest AV as an effective technology-supported pedagogy in improving Arabic vocabulary acquisition. In his study, Saleh Al-Shuwairekh investigated vocabulary learning strategies used by AFL learners in Saudi Arabia. It explored the relationship between vocabulary strategy use and success. Further, the study - aimed to examine the effect of certain individual, situational and social factors on the use of vocabulary learning strategies. The methodological approach adopted for this study is a combination of a 'multiple cases' approach and a survey. The purpose of the multiple cases was to identify vocabulary learning strategies employed by successful and less successful learners of Arabic. The survey, on the other hand, had been conducted to examine variations in vocabulary strategy use according to the following factors: student's first language, proficiency level, level of achievement, course type, the variety of Arabic used outside of class, and religious identity(Alshaikhi, n.d.).vocabulary

Zainuddin, Nurkhamimi, and Rozhan M. Idrus conducted a study with 20 elementary-level students in USIM by observing their responses and their understanding of using AR-enhanced flashcards for Arabic vocabulary acquisition. Findings indicated that AR-enhanced flashcards help scaffold the knowledge of students regarding Arabic vocabulary acquisition. Furthermore, from the data collected through the questionnaires, the researchers found that the process of learning is much easier with the help of AR-enhanced flashcards. Augmented reality is considered one of the platforms that can be used to help students memorise certain information and maintain their knowledge of Arabic vocabulary. In addition, students created novel sentences using the target vocabulary words more than half of the time. Although there are numerous critical works dealing with strategies for learning and teaching Arabic vocabulary in general for AFL learners, the researchers could not find any serious analysis of strategies for training learners through BBC Arabic Live News. There is ample scope for research in the field. Besides, there is a sufficient gap for research in the field of fostering Arabic vocabulary through BBC describes how does BBC Arabic Live News impact select learners in developing their vocabulary, listening comprehension, and information acquisition skills? What are the key factors influencing the learners within the classroom activity-based approach through BBC Arabic Live News? How can vocabulary acquisition be enhanced to improve the vocabulary skills of AFL learners?(Zainuddin, N., & Idrus, 2016)

METHOD

This qualitative study was conducted to enhance the vocabulary skills of AFL learners through BBC Arabic Live News. To test its efficacy, ten classroom activities were prepared for one month and implemented in their regular classes using BBC Arabic live news through the YouTube channel platform. The learners were trained for 20 days before the start of the research period. During the ten days of the research period, the learners were given the following training: 1. to listen to BBC Arabic News, 2. to take notes on words from different grammatical categories like nouns, adjectives, verbs,

adverbs, and prepositions; and then to cohesive links, relevant words, phrases, and sentences.

This study explored the possibility of enhancing the learners' listening skills through ten-day classroom activities with consistent listening practice to BBC Arabic Live News, which would effectively develop their vocabulary generation skills because according to Sathikulameen who stated that "Activity-based learning involves students taking an active role in the learning process rather than just passively trying to absorb lectures." Based on this type of learning process, the research design of this study was implemented through the ten activities: (Sathikulameen, A., Zubair, K. A., Nadwi, A. A. H. H., Ahamedullah, M., & Ibrahim, 2023)

The study involved 37 learners at The New College, Chennai, who enrolled in the B.A. Arabic programme. The learners were educated about the importance of listening skills in developing vocabulary skills and briefed about the ten classroom activities chosen for this study. The Experimental Group (37) learners, received classroom-based training for ten days.

There were twenty learners in the experimental group. The participants were informed about the purpose of the study in advance. They were briefed about the process they were to take in the experimental stages. During the real research period, ten activities were implemented to develop their vocabulary skills in Arabic, and then, they were given qualitative questionnaires to get feedback on their learning experiences in developing vocabulary skills in Arabic. They were also instructed to contact the researchers through emails for further clarifications. The learners were invited to clear their doubts regarding vocabulary skills training through a Q&A session during the study period through the Google Meet platform.

RESULTS AND DISCUSSION

This section detailed results and discussions on the qualitative study which was conducted to answer research questions framed by the researchers to test an impact of enhancing Arabic vocabulary skills of select learners through live BBC Arabic News. To test the impact, classroom activity approaches were designed with titles, objectives, nature of activities and procedures. The following ten classroom activities were implemented for this study.

Classroom Activities Using Live BBC Arabic News
Table 1. Classroom Activities

No	Activities
1	العنوان: العثور على الكلمات – الاستعداد
2	العنوان: توليد المفردات (أ-ي) – الاستعداد
3	العنوان: تحديد الأسماء
4	Identification of Adjectives (Describing Words)
5	Identification of Verbs (Action Words)
6	Identification of Adverbs (Describing Actions)
7	Identification of Articles (Prepositions)
8	Identification of Articles (Conjunctions)
9	Write a Phrase
10	Write a Sentence

1. Activity No.1

   Finding Words (Warming-up) العنوان: العثور على الكلمات – الاستعداد

   To train learners how to generate vocabulary in general while listening to BBC Arabic Live News. Nature of activity is individual and the activity begins with a demo session for 15 minutes. Please listen to BBC Arabic Live and write words in the space provided under the heading demo session. After the demo session, you will get 45 minutes for the main session. Kindly listen to BBC Arabic Live News again and write as many words as possible in the space provided on the next page (under the heading Main Session).

2. Activity No.2

   Vocabulary Generation (Warming-up) العنوان: توليد المفردات (أ-ي) – الاستعداد

   To train learners how to generate vocabulary, starting with the Arabic alphabet from ا to ى while listening to BBC Arabic Live News. The activity commences with a demo session for 15 minutes. Please listen to BBC Arabic Live News and write words in the space provided under the heading demo session. After the demo session, you will get 45 minutes for the main session. Kindly listen to BBC Arabic Live News again and write as many words as feasible in the space provided on the next page (under the heading Main Session).

3. Activity No.3

   Identification of Nouns العنوان: تحديد الأسماء to train learners how to identify and

   write nouns. The activity begins with a demo session for 15 minutes. Please listen to BBC Arabic Live News and identify subject (nouns) words in the space provided under the heading demo session. After the demo session, you will get 45 minutes for the main session. Kindly listen to BBC Arabic Live News again and write as many words as possible in the space provided on the next page (under the heading Main Session).

4. Activity No.4

   Identification of Adjectives (Describing Words) to train learners how to recognise and write adjectives. The activity commences with a demo session lasting 15 minutes. Please listen to BBC Arabic Live News and identify adjectives (describing words) in the space provided under the heading demo session. After the demo session, you will get 45 minutes for the main session. Kindly listen to BBC Arabic Live News again and write as many adjectives as possible in the space provided on the next page (under the heading Main Session).

5. Activity No.5

   Identification of Verbs (Action Words) to train learners how to identify and write verbs. The activity starts with a demo session lasting 15 minutes. Please listen to BBC Arabic Live News and identify verbs (action words) in the space provided under the heading demo session. After the demo session, you will get 45 minutes for the main session. Kindly listen to BBC Arabic Live News again and write as many words as possible in the space provided on the next page (under the heading Main Session).

6. Activity No.6

   Identification of Adverbs (Describing Actions) to train learners how to recognise and write adverbs. The activity starts with a demo session lasting 15 minutes. Please listen to BBC Arabic Live News and identify adverbs (describing actions) in the space

provided under the heading demo session. After the demo session, you will get 45 minutes for the main session. Kindly listen to BBC Arabic Live News again and write as many adverbs as possible in the space provided on the next page (under the heading Main Session).

7. Activity No.7
Identification of Articles (Prepositions) to train learners how to identify and write prepositions. The activity starts with a demo session lasting 15 minutes. Please listen to BBC Arabic Live News and identify prepositions (Articles) in the space provided under the heading demo session. After the demo session, you will get 45 minutes for the main session. Kindly listen to BBC Arabic Live News again and write as many prepositions as possible in the space provided on the next page (under the heading Main Session).

8. Activity No.8
Identification of Articles (Conjunctions) to train learners how to recognise and write conjunctions. The activity starts with a demo session lasting 15 minutes. Please listen to BBC Arabic Live News and identify conjunctions (Articles) in the space under the heading demo session. After the demo session, you will get 45 minutes for the main session. Kindly listen to BBC Arabic Live News again and write as many conjunctions as possible in the space provided on the next page (under the heading Main Session).

9. Activity No.9
Write a Phrase to train learners how to recognise and write phrases. The activity starts with a demo session lasting 15 minutes. Please listen to BBC Arabic Live News and identify phrases in the space provided under the heading demo session. After the demo session, you will get 45 minutes for the main session. Kindly listen to BBC Arabic Live News again and write as many phrases as possible in the space provided on the next page (under the heading Main Session).

10. Activity No.10
Write a Sentence to train learners how to identify and write phrases. The activity begins with a demo session for 15 minutes. Please listen to BBC Arabic Live News, identify sentences, and try to make sentences in the space provided under the heading demo session. After the demo session, you will get 45 minutes for the main session. Kindly listen to BBC Arabic Live News again and write as many sentences as possible in the space provided on the next page (under the heading Main Session).

Main Session Of Classroom Activities Using Live BBC Arabic News
The above ten activities were implemented successfully in the classrooms and then, the following twelve designed qualitative questionnaires were distributed among the learners to test their vocabulary learning experiences:
1. Could you listen, understand and write down general vocabulary (Arabic) while listening to BBC Arabic Live? Share your learning experience(s).
2. Could you generate Arabic words through ى-ا VGM (Vocabulary Generation Method) and write them down while listening to BBC Arabic Live? Share your learning experience(s).
3. Could you find subject words in Arabic and write them down while listening to BBC Arabic Live? Share your learning experience(s).

4. Could you identify adjectives in Arabic and write them down while listening to BBC Arabic Live? Share your learning experience(s).
5. Were you able to identify verbs in Arabic and write them down while listening to BBC Arabic Live? Share your learning experience(s).
6. Could you identify adverbs in Arabic and write them down while listening to BBC Arabic Live? Share your learning experience(s).
7. Were you able to identify prepositions in Arabic and write them down while listening to BBC Arabic Live? Share your learning experience(s).
8. Could you identify conjunctions in Arabic and write them down while listening to BBC Arabic Live? Share your learning experience(s).
9. Can you write phrases in Arabic while listening to BBC Arabic Live? Share your learning experience(s).
10. Can you write sentences in Arabic while listening to BBC Arabic Live? Share your learning experience(s).
11. How would you share your experiences in developing vocabulary after the ten classroom activities?
12. Do you want to add any other comments on your learning experiences? If yes, explain.

The responses were collected from the learners after the implementation of ten classroom activities and then responses were analysed to know the benefits of applying this methodology. The results revealed that the activities benefitted them in getting vocabulary acquisition skills in Arabic among the learners in generating and updating their vocabulary skills: Firstly, they were trained to specify selected grammatical categories while listening to BBC Live News, which helped them comprehend each type of word that framed the overall language structure. Secondly, these kinds of activities could help them to develop sentences effectively on their own. Thirdly, they would pay attention to words, try to understand the meaning of each word unit, and learn from the context of words, which enabled them to remember unfamiliar words from different circumstances. These activities helped them learn vocabulary by repeatedly listening to new information 24/7. Fifthly, they listen to conversations in interviews and discussions that would help them to understand the structure of language and how they use words to convey their meanings. Finally, they were involved in listening to a variety of programmes and different genres in news media.

Feedback Of Classroom Activities Using Live BBC Arabic News

The feedback from the 37 learners participated in the activities, and their answers were recorded and analysed. Fourteen participants participated in more than seven activities, and their maximum identification of words while answering revealed that they could listen, identify and understand different grammatical categories while listening to BBC live news in Arabic. The remaining twenty-three learners participated in less than seven activities, and they tried to identify and write answers that fit their level of understanding. Riyaz, Usman, Satham and Ashraf Ali participated in all ten activities and responded best by identifying the words and framing the phrases and sentences. Among these four, Riyaz and Usman have completed their tasks well by identifying and writing as many words as possible. Amanullah, Ajmeer and Rehaan participated in 9 activities. Among these three participants, Ajmeer was enthusiastic and identified more words in general and specific verbs. In the next level, five students, namely Yunus, Harris, Bilal,

Sajith and Abdur Rahman, participated in 8 activities. Among them, Bilal excelled in the activities, writing down 90 words and 50 verbs. Sajith was average in identifying the words, while others struggled a little in the activities. Musthafa and Sulaiman participated in seven activities, and they did reasonably well. Others have participated in 5 or fewer than that. The training during these activities enhanced learners' ability to specify grammatical categories and facilitated practical sentence construction. Incorporating varied contexts in the activities encouraged learners to understand and remember unfamiliar words. Repeating repeatedly listening to new information 24/7 proved instrumental in vocabulary acquisition. Furthermore, exposure to conversations in interviews and discussions aided learners in grasping language structures and word usage nuances. The participation of 37 learners revealed varying degrees of success, with those engaging in more activities demonstrating higher proficiency in identifying and understanding words.

This study explored learners' experiences while implementing ten activities to develop Arabic vocabulary skills using BBC Arabic Live News. The holistic insights from this study revealed that this approach was influential in developing the vocabulary skills of the selected learners. The following findings can be used as the potential implications for future research: First, almost all the participants appreciated the activities and participated with academic enthusiasm. It was evident from the learners' responses that the activities were engaging. They all mentioned that these activities were constructive and beneficial for developing their language skills, especially listening and writing skills. Second, all learners were self-motivated and found the words, verbs, prepositions, conjunctions, adverbs, and adjectives independently. They all wrote down the words, verbs, etc., in the activity sheet. Listening to BBC Arabic Live motivated them.

Third, all the learners found the words, verbs, prepositions, conjunctions, adverbs, and adjectives independently. They all wrote down the words, verbs, etc., in the activity sheet. Listening to BBC Arabic Live motivated them to acquire a new way of learning Arabic. Fourth, Arabic is a macro language with 30 modern varieties or dialects. Each region has a different Arabic dialect. However, BBC News follows MSA (Modern Standard Arabic), which is common among them, although the dialect will differ depending on the nationality or background of the news reader. Even then, the learners repeatedly listened to the various topics to understand them properly. All learners identified different dialects because BBC Arabic Live is a news feed read by native Arabic speakers. It is not that easy to comprehend and understand their dialect and slang. But still, almost all the learners keenly observed the pronunciation in repeat mode and understood the words and their meanings. This will significantly improve their listening skills over the time they are involved in such activities.

Fifth, all learners had confidently identified parts of speech in Arabic (using them effectively independently). It is challenging to differentiate between nouns, verbs, adjectives and adverbs while listening to a news feed in Arabic. Still, the learners identified the parts of speech in Arabic with confidence. They also noted this in the demo sessions and the main sessions. Some of them found more than 50 words or nouns in their tasks. This itself shows the confidence and understanding of the learners. Finally, all activities were framed based on a student-centric approach. The central aspect of these activities is that they are fully student-oriented. The teacher acted as a facilitator only. He just organised the screening of BBC Live and shared the activity sheets. However, the learners themselves listened and completed their tasks. Peer interaction can be included

in future language learning sessions to enhance vocabulary acquisition. This collaborative factor makes vocabulary acquisition is more dynamic and interactive. Furthermore, a noteworthy finding emerged concerning the learners' flexibility concerning various Arabic dialects. These results highlight how using BBC Arabic Live News in vocabulary development exercises has multiple effects, including improving student motivation, team dynamics during group learning, and flexibility in handling different Arabic linguistic irregularities.

This study has investigated the impact of cultivating AFL Learners' vocabulary skills by employing BBC Arabic Live. The results showed promising developments after ten classroom activities, and learners' feedback was impressive. The study's qualitative design, which included 37 people from one institute in the sample, makes it difficult to determine how broadly applicable the results will be. The efficacy of this strategy may be impacted by the differences in expectations among different institutions and the individual histories of learners. Therefore, care should be used when extrapolating the study's findings to a larger setting. This highlights the necessity for more varied participant pools in future studies, as well as considering the various contextual and linguistic aspects that may affect how broadly the findings may be applied.

CONCLUSION

This study was conducted over one month, during which one group of learners was taken as a sample. The results showed good outcomes after ten classroom activities, and learners' feedback was impressive. It was evident from the data collection that media news was an influential factor rooted profoundly in the minds of young learners who received inputs on modern vocabulary, general knowledge and current affairs on various topics through the Arabic language. Taking advantage of YouTube Arabic Live can further be adequate training for vocabulary development at different levels of learners. When the learners were trained with more time with live BBC Arabic news, the outcomes of classes were interactive, engaging, and motivating for students to enhance their vocabulary skills. These methods have been applied in II B.A.

Arabic Classrooms since June 2023 and have generated very positive feedback. These methods will be effective and help students acquire vocabulary skills quickly if conducted regularly. This study has pedagogical and policy-level implications for fostering vocabulary skills through listening to live Arabic news. The policy-level implications indicate the necessity of including learner-centric language teaching approaches in higher education, while the pedagogical implications underscore the practical importance of student-centred approaches for honing modern Arabic vocabulary skills.

The positive findings of this study on using BBC Arabic Live News for vocabulary development exercises suggest several promising avenues for future research. Longitudinal studies can investigate the long-term impact of authentic materials on vocabulary retention and overall language proficiency. Incorporating collaborative peer interaction during these activities may enhance vocabulary acquisition and warrant further examination. Comparative analyses between real-world news sources and traditional materials can be used to evaluate their relative effectiveness for vocabulary learning. Exploring student motivation, engagement levels, and strategies for comprehending the different Arabic dialects present in news broadcasts would also be valuable. Future research should expand beyond vocabulary to assess the effects of

authentic news content on other language skills, such as listening comprehension and speaking. The role of explicit teacher guidance alongside such student-centred activities merits further investigation. Furthermore, studies could compare vocabulary acquisition rates across different learner proficiency levels and examine the challenges in identifying parts of speech from spoken contexts. Optimising the format and design of learning activities or tasks given to students may maximise vocabulary gains when using authentic materials, such as news broadcasts. Overall, the findings of this study highlight the potential benefits of leveraging real-world resources for language learning and provide a foundation for further empirical exploration in this domain.

Future research should explore the long-term impact of using BBC Arabic Live News on vocabulary retention and overall language proficiency in learners of Arabic as a foreign language. Comparative studies examining different media sources, such as podcasts, traditional classroom materials, and other news platforms, could provide insights into their relative effectiveness for vocabulary acquisition. Investigating the role of collaborative peer interactions during these activities could enhance vocabulary learning outcomes. Expanding the participant pool to include diverse educational settings and proficiency levels would help generalize the findings. Moreover, future studies could assess the impact of such media-based vocabulary training on other language skills, such as reading comprehension and speaking abilities, and explore the integration of explicit teacher guidance alongside student-centred activities.

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