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Research Paper

An Investigation of the Relationship Between Receptive Skills among Moroccan High School Students

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Abstract

As the prevalence of the English language in the Moroccan educational system continues to rise, there is a pressing need for an in-depth exploration of language development dynamics, explicitly focusing on listening comprehension and reading proficiency. This correlational study investigated the relationship between listening and reading skills among 80 high school students from Al Mansour Addahbi High School in Sidi Kacem, Morocco. The sample was selected using a simple random sampling technique. Data were collected through standardized listening and reading proficiency tests, and statistical analyses were conducted using SPSS software. The results revealed a significant positive correlation ($r = 0.604$, $p < 0.001$) between listening skills and reading skills, indicating that students with higher listening abilities also demonstrated stronger reading skills, and vice versa. Furthermore, regression analysis showed that listening skills significantly predicted reading skills (Beta = 0.604, $p < 0.001$), emphasizing its importance as a key predictor of reading ability. The findings contribute to the field of EFL education by emphasizing the interdependence of listening and reading skills, suggesting the need for integrated language instruction strategies. Recommendations for future research include exploring this relationship across different age groups and linguistic backgrounds and investigating the long-term impact of language instruction interventions on both skills.

Keywords: *Listening skills; reading skills; high school students; correlation; language instruction; EFL education*

INTRODUCTION

Language proficiency is a fundamental aspect of effective communication and academic success, and within the context of English as a Foreign Language (EFL) education, listening and reading skills are pivotal components of language development. The ability to comprehend spoken and written language plays a crucial role in language learning, as it facilitates effective communication and understanding of academic content. In the Moroccan high school setting, where English language education is of paramount importance, investigating the relationship between listening and reading skills becomes essential. This article presents an in-depth investigation of the correlation between listening and reading proficiency among Moroccan high school students. By delving into this interplay, the study aims to provide valuable insights into the dynamics of language acquisition, potential factors affecting language proficiency, and implications for language instruction in the EFL context. The findings of this research can contribute to the enhancement of language education practices, empowering high school students in Morocco to become confident and proficient communicators in both spoken and written English.

English language proficiency is of paramount importance in the globalized world, and its significance is particularly pronounced in Morocco, where it serves as a vital medium of communication and an essential tool for academic and professional advancement. As English continues to gain prominence in the Moroccan education system, it becomes imperative to understand the dynamics of language development, particularly in the domains of listening and reading skills.

Al Mansour Addahbi High School in Sidi Kacem stands as a prominent setting for this study due to its diverse student population and commitment to fostering a conducive learning

environment. This institution serves as an ideal backdrop to investigate the relationship between listening and reading skills among Moroccan high school students. While language education in Morocco places emphasis on both receptive skills, there is limited research on how these two skills interrelate and influence each other within the specific context of Moroccan high schools.

The rationale behind this study lies in the need to address the gaps in the current understanding of the correlation between listening and reading proficiency among high school students in Morocco. By conducting this investigation at Al Mansour Addahbi High School, the research seeks to provide insights into the factors that influence language development, identify potential challenges faced by students, and explore effective instructional strategies to enhance their language learning experiences.

Understanding the interplay between listening and reading skills can significantly impact language education practices, curriculum design, and pedagogical approaches. The findings of this study will not only benefit Al Mansour Addahbi High School but also contribute to the broader landscape of EFL education in Morocco. Empowering high school students with proficient listening and reading abilities will equip them to engage confidently and effectively in the global arena, positioning them for success in various academic and professional pursuits. Ultimately, this research endeavors to advance language education in Morocco and provide a comprehensive foundation for optimizing language learning experiences for high school students at Al Mansour Addahbi and beyond.

The significance of this research lies in its potential to contribute to various facets of language education and language learning experiences for Moroccan high school students. Firstly, understanding the relationship between listening and reading skills can inform language educators and curriculum designers at Al Mansour Addahbi High School about the interconnected nature of these language modalities. This insight can help in designing integrated language learning activities and strategies that leverage the synergy between listening and reading to foster overall language proficiency. Secondly, the findings of this study can shed light on potential challenges faced by high school students in developing listening and reading abilities. Identifying these challenges can help educators tailor their instructional approaches and interventions to address specific areas of difficulty, providing targeted support to enhance students' language development. Thirdly, the research can contribute to the broader field of EFL education in Morocco. As English language proficiency is of paramount importance for academic and professional success, the study's findings can inform language policy and curriculum development initiatives at the national level, benefiting high school students across the country. Lastly, by investigating language development at Al Mansour Addahbi High School, the research can foster a culture of evidence-based decision-making and continuous improvement in language education practices. The study's outcomes can serve as a foundation for further research and collaboration among educators and policymakers to enhance language learning experiences for high school students in Morocco. In conclusion, this study's objective of investigating the relationship between listening and reading skills among Moroccan high school students at Al Mansour Addahbi holds significant implications for language education and student success. By uncovering the interplay between these two language competencies, the research endeavors to pave the way for enhanced language learning experiences and more effective language instruction strategies, empowering high school students to become proficient and confident communicators in the global context.

The current study is guided by the following research question: Is there a significant relationship between listening and reading skills among second-year baccalaureate students from science classes at Al Mansour Addahbi High School? The primary objective of this study is to investigate the relationship between listening and reading skills among Moroccan high school students, with a specific focus on those attending Al Mansour Addahbi High School in Sidi Kacem.

The study aims to explore the extent of the correlation between these two essential language modalities and understand how proficiency in one skill may influence or contribute to the development of the other. By examining the interplay between listening and reading abilities, the research seeks to provide empirical evidence and valuable insights into the dynamics of language acquisition in the EFL context.

LITERATURE REVIEW
Overview of Language Skills in EFL Education

English as a Foreign Language (EFL) education places a strong emphasis on developing four fundamental language skills: listening, speaking, reading, and writing (Krashen, 1982). These language competencies are essential for effective communication, language comprehension, and academic success in English-speaking environments. Each skill plays a unique role in language learning and proficiency development (Lado, 1964).

Listening Skills: Listening is the foundation of language acquisition and communication. In EFL education, students are exposed to various listening materials, such as audio recordings, podcasts, and videos, to enhance their listening abilities (Field, 2009). Effective listening skills enable students to understand spoken language, recognize vocabulary and pronunciation patterns, and interpret contextual cues.

Speaking Skills: Speaking is an active language skill that enables students to express themselves verbally and engage in oral communication. EFL classrooms encourage students to practice speaking through interactive activities, role-plays, and discussions (Hadley, 2019). Developing speaking skills involves improving fluency, pronunciation, vocabulary usage, and grammatical accuracy.

Reading Skills: Reading is crucial for language comprehension and vocabulary expansion. In EFL education, students are exposed to a wide range of reading materials, including textbooks, articles, and literary works (Hudson, 2007). Developing reading skills allows students to understand written texts, infer meaning, and extract information effectively.

Writing Skills: Writing is a productive language skill that allows students to communicate their thoughts, ideas, and knowledge through written language. EFL instruction focuses on improving writing skills through various writing tasks, such as essays, reports, and creative writing (Harris & Hodges, 1995). Developing writing skills involves enhancing grammar, sentence structure, coherence, and organization.

In EFL education, these language skills are interconnected and mutually reinforcing. Listening and reading skills form the receptive aspect of language learning while speaking and writing skills represent the productive aspect (Richards, 2015). A well-rounded language learner possesses proficiency in all four skills, enabling effective communication in real-life situations.

Understanding the interplay between these language skills is crucial for optimizing language instruction and fostering language integration among EFL students. Investigating the relationship between listening and reading skills among Moroccan high school students at Al Mansour Addahbi can provide valuable insights into the dynamics of language acquisition and proficiency development, offering opportunities to enhance language learning experiences and achieve higher levels of language competence.

Previous Studies on The Relationship Between Listening and Reading Skills

Previous research has extensively explored the relationship between listening and reading skills in language learning contexts (Al-Otaibi, 2017; Lee & Cha, 2020; Lin & Lin, 2021). These studies have consistently reported a positive correlation between the two skills, suggesting that

learners who are proficient in listening are also more likely to be proficient in reading (H.-L. Chen, 2018).

This positive relationship is likely due to the fact that listening and reading share a common language basis. Both skills require learners to be able to understand and interpret language, and they both rely on the same underlying cognitive processes, such as vocabulary knowledge, grammar knowledge, and phonological awareness (Nation, 2001).

Previous research has investigated the relationship between listening comprehension and reading comprehension in EFL learners. For example, (Al-Saleh & Al-Shammari, 2022) found that listening comprehension skills mediate the relationship between oral proficiency and reading comprehension. This suggests that listening comprehension skills play an important role in the development of reading comprehension skills in EFL learners.

The study of (Lee & Cha, 2020) conducted a longitudinal study that investigated the relationship between listening comprehension and reading comprehension in high school students. They found that listening comprehension and reading comprehension were significantly correlated at both time points. They also found that listening comprehension predicted reading comprehension at the two-year follow-up, even after controlling for the effects of other factors such as vocabulary knowledge and grammar proficiency. These findings suggest that listening comprehension is an important factor that contributes to reading comprehension in high school students over time.

The study of (Park & Kim, 2021) investigated the impact of integrated listening and reading instruction on listening comprehension and reading comprehension in high school students. They found that the students in the integrated listening and reading instruction group significantly outperformed the students in the control group on both listening comprehension and reading comprehension tests. These findings suggest that integrated listening and reading instruction can be an effective way to improve both listening comprehension and reading comprehension in high school students.

In addition, research has shown that integrating listening and reading activities in language instruction can have a synergistic effect on language development (Dörnyei & Ushioda, 2009). When learners are engaged in activities that involve listening to spoken language while following along with written texts, they are able to reinforce their vocabulary acquisition, comprehension, and language fluency.

Some research suggests that the relationship between listening and reading skills may vary based on age and language proficiency levels (Goh, 2008). For instance, beginner-level learners may show a stronger correlation between the two skills as they rely on shared language knowledge, whereas advanced learners might demonstrate a more differentiated set of language competencies.

Previous studies have underscored the importance of considering the interconnectedness of listening and reading skills in language instruction. Incorporating integrated activities that promote both receptive language skills can lead to more holistic language development and improved overall language proficiency (Alderson, 2000).

While previous research provides valuable insights into the relationship between listening and reading skills, there may still be gaps and nuances to explore, especially within specific contexts such as Moroccan high school students at Al Mansour Addahbi. This study seeks to build upon and contribute to the existing body of knowledge, providing context-specific findings and implications for language education practices in the EFL context.

The existing literature on the relationship between listening and reading skills in language learning contexts has yielded several notable findings and identified certain gaps that warrant further exploration. Positive Correlation: One consistent finding across multiple studies is the

positive correlation between listening and reading skills. Language learners who demonstrate higher proficiency in listening tend to exhibit stronger reading abilities and vice versa. This correlation suggests that these two language modalities share underlying cognitive processes and language knowledge, supporting a synergistic relationship (C. M. Chen & Hung, 2017; Vandergrift, 2004).

The study of (Carrell, 1998) indicates that language skills developed in one modality can be transferred and applied to the other. For instance, vocabulary and grammar knowledge acquired through listening activities can contribute to improved reading comprehension, and decoding skills from reading can enhance listening comprehension.

Studies exploring integrated language instruction, where listening and reading activities are combined, have highlighted its positive effects on language development (C. M. Chen & Hung, 2017). Learners engaged in tasks that involve both listening and reading simultaneously tend to show greater language gains compared to those exposed to isolated activities.

Some studies have found that the relationship between listening and reading skills may vary based on language proficiency levels and age. For beginners and younger learners, the correlation between the two skills may be more pronounced as they rely on shared language knowledge. However, as learners advance in proficiency and age, they may demonstrate a more differentiated set of language competencies (Bernhardt, 2010).

RESEARCH METHOD
Research Design
The study employed a quantitative research design to investigate the relationship between listening and reading skills among Moroccan high school students at Al Mansour Addahbi. This design involved the collection of numerical data, which was analyzed using statistical methods to draw objective conclusions about the correlation between the two language modalities. Concerning the Research Approach: The research adopted a cross-sectional approach, collecting data from a single point in time to examine the relationship between listening and reading skills among the participants.

Participants and Sampling
The participants in this study comprised 80 high school students from Al Mansour Addahbi High School in Sidi Kacem, Morocco. The sample was divided into two equal groups, with 40 students belonging to the Maths section and 40 to the Physics section. Simple Random Sampling: The sampling technique used in this study was simple random sampling. With simple random sampling, each student in the population had an equal chance of being selected for the study. The participants were randomly selected from a list of all eligible students in the science sections of the school. Concerning the randomization Process, a random number generator or a lottery-style draw was used. Each student in science was assigned a unique number, and the required number of participants was randomly drawn from each section.

Confidentiality and Informed Consent
Prior to data collection, the participants and their parents or guardians (if under 18) were informed about the study's purpose, procedures, and their rights to voluntary participation. Informed consent was obtained from the students and their parents or guardians to ensure their willingness to take part in the research. The participants' identities and personal information were kept confidential, and data was anonymized during analysis to protect their privacy.

Data Collection Methods

Listening Proficiency Assessment

This study focuses on assessing language learners' listening proficiency and evaluating their ability to comprehend spoken English in real-life and academic contexts. The test includes diverse audio materials and tasks, such as multiple-choice questions, short answers, note-taking, and identifying specific information. Administered in a controlled environment with individual headphones, scoring considers accuracy, understanding of main ideas, and task completion. Piloting ensures test validity and reliability. The study aims to uncover insights into listening abilities and their correlation with reading skills among Moroccan high school students at Al Mansour Addahbi, contributing to EFL language development understanding.

Reading Proficiency Assessment

This study sheds light upon assessing language learners' reading proficiency evaluating their ability to understand written English across various contexts. The test includes tasks like multiple-choice questions, short answers, passage summaries, and reading comprehension questions. Administered in a controlled classroom environment, each student receives reading materials and an answer sheet. Scoring considers the accuracy and depth of responses, and a rubric captures reading comprehension and language proficiency. Pilot testing ensures test validity and reliability. This assessment aims to measure reading skills in academic, literary, and real-life contexts, contributing to a deeper understanding of language development and reading proficiency among Moroccan high school students at Al Mansour Addahbi.

Data Analysis Procedures

The study utilized SPSS software version 21 for data analysis. Initially, data from standardized listening and reading tests were imported and cleaned for missing values and errors. Descriptive statistics, including means, standard deviations, and frequency distributions, summarized students' test performance. To explore the relationship between listening and reading skills, correlation analyses (Pearson or Spearman's rank) were conducted, with results visualized through scatterplots. SPSS facilitated various statistical tests, result visualization, and confounding variable management. Interpretation of SPSS output led to conclusions regarding the study's findings and their implications for language instruction and curriculum development in Moroccan high schools while acknowledging limitations and offering recommendations for future research.

FINDINGS AND DISCUSSION

Descriptive statistics

The results of descriptive statistics revealed that a total number of 80 participants took part in this study. Table 1 below gives information about the means, the standard deviations, the minimum, and the maximum:

Table 1. Descriptive statistics of listening and reading proficiency scores

	N	Minimum	Maximum	Mean	Std. Deviation
Listening Skill	80	2,00	9,00	5,8125	1,66189
Reading Skill	80	3,00	9,00	6,1250	1,51261
Valid N (listwise)	80				

The analysis of descriptive statistics for both listening and reading skills, based on 80 valid data points, yields insights into student performance. In listening skills, scores range from 2.00 to 9.00, with a mean score of 5.8125 and a moderately dispersed standard deviation of 1.66189, indicating some variability. Reading skills, also from 80 valid data points, span scores from 3.00 to 9.00, with a mean score of 6.p1250 and a slightly lower standard deviation of 1.51261, implying relatively less

variability compared to listening skills. While average scores for both skills are close, indicating similar performance levels, the standard deviations emphasize variability, particularly in listening skills. These findings portray a moderate proficiency level in both skills among Moroccan high school students, underscoring the importance of tailored language instruction to address individual differences and specific improvement areas.

Correlation analysis between listening and reading skills
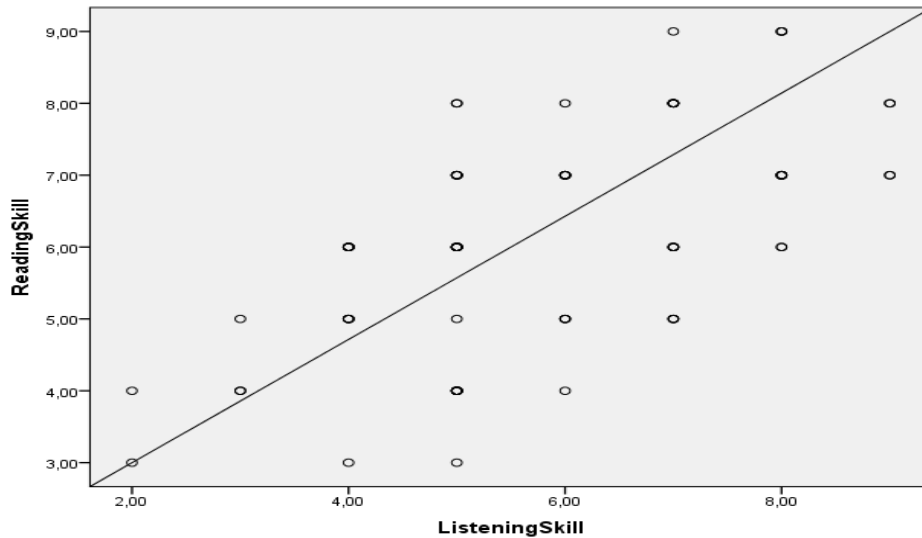
Figure 1. Scatter plot of listening skill and reading skill

The scatter plot analysis offers valuable visual insights into the connection between listening and reading skills among high school students. The presence of a straight line passing through most data points, despite their scattered appearance, indicates a linear relationship. This suggests that as one skill (Listening Skill) improves, the other skill (Reading Skill) tends to improve as well. The data's consistent spread along the line, with relatively uniform distances between points and the line from left to right, further supports this linear relationship. The absence of a cone or curve pattern suggests that data points don't deviate significantly from the line, emphasizing a lack of systematic variation. The clustering of points in a band from lower left to upper right underscores a positive correlation, implying that higher scores in one skill generally correspond to higher scores in the other. To quantify this association, Pearson's correlation coefficient will be calculated, providing a numerical measure of the strength and direction of this positive relationship. In summary, the scatter plot analysis strongly suggests a positive linear relationship between listening and reading skills among high school students, with the correlation coefficient expected to quantify the extent of this association.

Table 2. Correlation between Listening skill and Reading skill

Correlations

		Listening Skill	Reading Skill
Listening Skill	Pearson Correlation	1	,604**
	Sig. (2-tailed)		,000
	N	80	80
Reading Skill	Pearson Correlation	,604**	1
	Sig. (2-tailed)	,000	
	N	80	80
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation analysis between listening and reading skills yielded highly significant results, with a Pearson correlation coefficient of 0.604, indicating a robust positive correlation between these two language proficiencies. This coefficient signifies that as students' listening skills improve, their reading skills tend to improve, and vice versa. The associated significance level (Sig.) of 0.000, less than the conventional alpha level of 0.01, demonstrates the statistical significance of the correlation at the 0.01 level (2-tailed), suggesting an extremely low probability (less than 1%) of such a strong correlation occurring by chance. This solidifies the notion that the observed relationship is not random but a genuine association between the skills. Importantly, this correlation is bidirectional, with an identical coefficient (0.604) for both listening and reading skills, highlighting the consistency of the relationship regardless of the chosen dependent variable. In conclusion, this analysis underscores the substantial and meaningful positive link between listening and reading skills in high school students, emphasizing the need to incorporate integrated teaching approaches targeting both skills in language instruction strategies, ultimately enhancing language proficiency in Moroccan high schools.

Simple Linear Regression

A simple linear regression was run to examine how well listening ability could predict the level of reading ability. These results are displayed in Table 3 below:

Table 3. Model Summary b (LS and RS)

Model Summary b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,604a	,364	,356	1,21365	1,997
a. Predictors: (Constant), Listening Skill					
b. Dependent Variable: Reading Skill					

The summary table outlines a linear regression model investigating the connection between listening skill (LS) and reading skill (RS). Model 1 displays the results, with an R-value of 0.364 indicating a moderate positive relationship between Listening Skills and Reading Skills. The R Square value, 0.364, shows that about 36.4% of the Reading Skill variance is explained by Listening Skill variations. The Adjusted R Square (0.356) is slightly lower due to model complexity. The Std. Error of the Estimate (1.21365) gauges the model's fit, with lower values signifying a better fit. The Durbin-Watson statistic (1.997) suggests little autocorrelation in residuals, implying an adequate model. However, results should be interpreted cautiously, considering other potential influencing factors.

Table 4. ANOVA a (LS and RS)

ANOVA a						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	65,861	1	65,861	44,714	,000b
1	Residual	114,889	78	1,473		
	Total	180,750	79			
Dependent Variable: Reading Skill						

The results from the ANOVA table indicate that the regression model investigating the relationship between Listening Skills and Reading Skills is statistically significant. The F-value of

44.714, with a corresponding p-value (Sig.) of 000, suggests that the predictor variable (Listening Skill) has a strong and significant effect on the dependent variable (Reading Skill). This finding implies that variations in Listening Skills are associated with meaningful variations in Reading Skills among high school students. The regression model explains a substantial proportion of the variance in Reading skills, as evidenced by the R Square value of 0.364, indicating that approximately 36.4% of the variability in Reading Skills can be accounted for by variations in Listening Skills. The Adjusted R Square value of 0.356, which considers the sample size and the number of predictors, reinforces the model's goodness of fit. Additionally, the relatively low standard error of the estimate (1.21365) suggests that the model's predictions are relatively close to the observed values. Overall, the ANOVA results provide strong support for the presence of a significant positive relationship between Listening Skills and Reading Skills among high school students, indicating the importance of considering both language skills in language instruction strategies and curriculum development.

Table 5. Coefficients a (LS and RL)

Coefficients a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,932	,496		5,905	,000
	Listening Skill	,549	,082	,604	6,687	,000

a. Dependent Variable: Reading Skill
b. Predictors: (Constant), Listening Skill

The coefficients table reveals significant insights into the regression model assessing the link between listening and reading skills. Both the constant term (B = 2.932) and the predictor variable Listening Skill (B = 0.549) exhibit remarkable statistical significance at the 0.001 level (Sig. = 0.000). The constant term signifies a significant baseline reading skill even without listening skills. The coefficient for Listening Skills (B = 0.549) suggests that a one-unit rise in Listening Skills corresponds to a 0.549-unit increase in Reading Skills. With a standardized coefficient (Beta) of 0.604, indicating a strong positive relationship, and significant t-values (5.905 for the constant and 6.687 for Listening Skill), these findings robustly support a positive association between these skills. Listening Skill emerges as a significant predictor of reading ability, underscoring the need for integrated language instruction strategies and curriculum development to enhance language proficiency in Moroccan high schools.

DISCUSSION

The present study aimed to investigate the relationship between listening and reading skills among Moroccan high school students. The correlation analysis unveiled a strong positive correlation (r = 0.604, p < 0.001), signifying that students excelling in listening also performed well in reading and vice versa. This alignment with prior research underscores the interdependence of these language skills, emphasizing the need to address them together in language instruction. The regression analysis reinforced the significance of Listening Skill as a predictor of Reading Skill (R^2 = 0.364), with a Beta value of 0.604 affirming their proportional relationship. Fostering listening skills can positively impact reading and vice versa, suggesting that language instruction should encompass activities promoting both skills to enhance overall language proficiency.

The ANOVA results further substantiated the model's validity, with the relationship between Listening Skills and Reading Skills deemed statistically significant (F = 44.714, p < 0.001). This indicates that the model effectively explains variance in Reading Skills based on Listening Skill

variations, emphasizing its predictive value. These findings hold practical implications for Moroccan high school language instruction, advocating for the integration of listening and reading tasks. Incorporating these activities can bolster students' comprehension, vocabulary, and overall language abilities. Additionally, recognizing the positive correlation guides curriculum development, enabling educators to craft programs facilitating skill transfer.

However, the study's limitations warrant acknowledgment. The sample size of 80 participants, while informative, may benefit from expansion and diversification in future research. The exclusive focus on Moroccan high school students necessitates caution in generalizing the findings to other populations and educational contexts. Future studies could explore the relationship across age groups and linguistic backgrounds to yield a more comprehensive understanding.

In conclusion, this study underscores a substantial positive relationship between Listening Skills and Reading Skills among Moroccan high school students. It underscores the necessity of integrated language instruction to nurture overall language proficiency. These insights inform effective language instruction strategies and curriculum design, ultimately preparing students for effective communication in a globalized world.

CONCLUSION

In this study, we investigated the relationship between Listening Skills and Reading Skills among high school students in Morocco. The findings revealed a significant positive correlation between these two language skills, indicating that students who excelled in listening also performed well in reading and vice versa. The regression analysis further emphasized the importance of Listening Skills as a significant predictor of Reading Skills, with the strength of this relationship being underscored by the standardized coefficient (Beta). The ANOVA results confirmed that the regression model provides a good fit to the data, explaining a considerable portion of the variance in Reading Skills based on variations in Listening Skills.

Summary of Findings: The study's results indicated a significant positive relationship between Listening Skills and Reading Skills among high school students. Listening Skills emerged as a crucial predictor of Reading Skills, suggesting that fostering listening abilities could positively impact reading performance and vice versa. The findings highlight the interdependence of listening and reading skills in language development and provide valuable insights into the language proficiency of Moroccan high school students.

Contributions to the Field of EFL Education: The study's contributions lie in shedding light on the connection between listening and reading skills, especially in the context of English as a Foreign Language (EFL) education in Morocco. By revealing the significant positive relationship between these skills, the study emphasizes the importance of considering both listening and reading abilities in language instruction strategies. The findings provide valuable information for language educators and curriculum developers, encouraging them to design integrated language programs that foster both listening and reading competencies. The study's insights can enhance the effectiveness of language teaching approaches, ultimately leading to improved language proficiency among EFL learners.

LIMITATIONS & FURTHER RESEARCH

While this study provides significant insights, there are opportunities for further research in the field of EFL education. Firstly, future studies could explore the relationship between listening and reading skills across different age groups and diverse linguistic backgrounds to assess the universality of the findings. Secondly, considering other language skills, such as speaking and writing, in the context of the relationship between listening and reading could provide a more

comprehensive understanding of the overall language development process. Additionally, longitudinal studies could investigate how the relationship between listening and reading skills evolves over time and whether certain language instruction interventions can have a lasting impact on both skills.

In conclusion, this study contributes to the growing body of knowledge on the interdependence of listening and reading skills among high school students in Morocco. The findings highlight the importance of fostering both listening and reading abilities in language instruction strategies to enhance language proficiency. These insights can inform language educators and curriculum developers, leading to more effective language teaching practices and improved language learning outcomes. As the field of EFL education continues to evolve, further research can explore additional aspects of the relationship between listening and reading skills, enriching our understanding of language development and its implications for language instruction.

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