LISTENING TRAINING

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In this article, we will look at questions and answers about the concept of listening and recommendations for the preparation of listening texts, training, and tests.

First, what is the concept of listening?

As Ibn Khaldun said in his opening speech, "Listen to the art of complex processes in which the listener pays special attention and conscious attention to the voices that sound in his ear" [1:75], which is one of the two reception skills in Arabic. Listening is one of the most challenging skills we teach our students, as it involves a number of complex mental processes. The ear is given a range of sounds, vocabulary, and compositions, and the listener attempts to match them against its linguistic reserve in what is known as «identification», during which it attempts to adjust to the speaker's speed and manner of speaking, suppresses ambient noise, and then proceeds to stage auditory analysis and selection of what he or she knows in complex analysis processes, staffing other processes such as guessing and forecasting; in order to understand the message in the so-called process of «sound understanding», interacting with the content of the letter with his previous experience, these processes take a few seconds, after which he will move from the stage of reception to the stage of oral or written response, and from the previous steps we will it is clear how complex this skill involves mental processes.

It is not expected that the study of the Arabic language will begin without the ability to listen. During the study, students will learn about the Arabic language audio system, which we talked about in the previous article. The student goes to the stage of speech, then reads, and then writes, the same as in the study of the native language. Namely, if the child automatically receives a great hearing, in language programs he goes through three stages: identification, training, and evaluation. Listening has become an important element of most language education programs in developed countries, and some studies have shown that in some schools in this country, high school students dedicate 30% of the language learning program to speaking, 16% to reading, 9% to writing, and 45% to listening [1:72]. Taima noted that listening is 28% of low-level content, 14% of intermediate-level content, and 58% of advanced-level content [2:219].

Second: What guiding principles are used in preparing listening texts?

When preparing listening texts, the following instructions should be followed: [4]

Compose audio text with text, changing some data like names, places, numbers, etc.And so on.

Read the text in your own voice, write it down well, or use another teacher or specialist, considering the tone, stop positions, sound outputs, etc.

There should be no pauses during the recording to highlight the location of the answers to the questions, and to avoid this, please write down the text before preparing the questions.

You can search for ready-made texts, whether they are only audio, audiovisual, or live broadcasts.

Audio texts should not be mixed unless they are meant to be.

The audio text must not be distorted in details not related to the teaching of the students or beyond the scope of the follow-up training and questions; Wrong Example: The following text speaks of a student who goes to the market but is filled with useless fillers, as follows:

(The student went to the market and bought three kinds of vegetables: carrots, cucumbers, and marrows; he bought four kilograms of the first kind, whose price was twenty pounds; the second kind; and fruit.) The question is a limited definition of the main idea.

The text can be audio or visual; you calculate the words and then give the students worksheets to fill in the blanks. (Words that sound difficult to students can be removed, for example:......). Such texts appeal to beginner-level students, and it is not necessary to understand their entire vocabulary. For example:

(أُمِّي كَم أَهْوَاهَا /وَأَشْتَاقُ لِمرآها... لأَلْقَاهَا /وأُقَبِّلُ يُمْنَاهَا)

(Mom, how much I love her and I miss her. Meet her or kiss her hand.)

What are the basic principles for preparing and checking questions?

1. The forms of exercises are different, such as combination of image and audio text, arrangement of images according to audio text, true or false, multiple choice, and practical answers such as drawing or following the instructions on the map, addition, and debriefing [3].

2. The heading of the study should be light and clear and indicate exactly what the student is to do, for example: (circle the correct option, or put a line under the correct choice, or write "true or false", or put a tick () in front of the correct phrase, a cross (x) in front of an incorrect phrase, etc.

3. Questions related to the entry level, for example: multiple choice, right or wrong answer. Questions that are relevant to a topic or text are suitable for intermediate learners. Questions suitable for an article are for a higher level.

4. The answer to the question should depend on the audible text and not on reading part of the question.

Example: (meaning "" ("is") in audible text: A: "is"; B: "go"; C: «buy").

The previous question is incorrect because the student will choose the answer (A) depending on the student's language vocabulary rather than relying on the audible text.

5. The answer to the listening question should depend on the text heard and not on the context. Example: "Ahmed will graduate from medical school to work..." The previous question is incorrect because the student logically knows that he will be a doctor without referring to the audio text.

6. The answer should not depend on intuition since the question contains the answer (4 + 4 = 8).

7. The answer should not depend on previous information such as "Islam is built on... pillars". (A-4, B-5, C-6)

8. The order of selection should be higher or lower, not random. Example: (20-30-40) or (40-30-20).

9. It is necessary to monitor the correctness of the language in choosing the correct Arabic words (non-Arabic words such as "mobile" or "vitamins" are not used), following the spelling (correctly write hamza), the spelling of the end of Arabic words (irab), morphological spelling (structure and origin), and the spelling of punctuation marks.

10. The question should be honest, so it measures what is posed to be measured, so don't ask two things at the same time, for example, asking about time, place, and subject in one question.

11. The student should not be confused by putting the names of two or three people if the questions are based on the same person, but the questions should be distributed among them.

12. The terms of the question must be unified. The word () "year" should not be used in an audiovisual text and then used in general questions, unless otherwise specified. Then the word (year) is used throughout the text, and variants include (year).

13. The text should contain some points that are not asked about (an additional structured placeholder) so that this placeholder allows the student to move from one page to another in the answer book. An example of an incorrect question is: «He is Mohammed, born in Egypt, and he is a student», and he is asked: In the exercises on these three points, this is a mistake because you need to add some sentences (fillers) so that you can turn the page and follow the text you hear.

14. Questions should refer to things that are generally known to all; an example of a wrong question is: Mohammed went to the ar-Raml market, and then we put the question, The market is in the city... (A. Cairo, V. Alexandria, S. Giza) This is wrong because the student may not know this place because he is from another state or lives in another city.

15. The form of questions in exercises and tests should be in accordance with the initial and intermediate levels, and it is wrong to correct the question for one level and leave others.

16. The test should start from right to left, and the question paper clips should also be on the right side.

17. The training or test must be based on Arabic in questions and instructions and not in an intermediate language, so the cover of the test, its instructions, and all of its content must be in Arabic.

18. The duration of the training or test should be long enough to determine the number of questions, enough to read, and enough to move comfortably between questions, unless some of the questions are speed-related.

19. Neutralization of external effects, like closing doors, windows, and devices that cause noise.

20. Starting the training or exam at the specified time in the presence of students, since students who are late during the sound playback may damage the integrity of the performance.

21. The material studied by the student should reflect what the student has learned by topic, so the question should not be the same as what he studied in listening skills, and it should not be strange and far from what he studied.

Conclusion: Some teachers turn reading text into listening to test text. I compare them with those who practice driving a car and test it by flying an airplane. It is true that skills are integrated with each other, but each skill has its own independent goals that must be developed separately.

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