

Summary of lesson XI:

Teaching Arabic (the concept of language (language, terminology), the concept of teaching Arabic language, strategies of teaching Arabic language (listening skill))

Teaching Arabic Language:

Concept of language:

The language of the tongue and the language of the tongue is said to be the language in which they are spoken. Whatever they say. The birds have their voices." ¹ The difference in the origin of the substance is that:

He said, "I have to speak the words of the Son of God, and he has spoken the words of his people." ²

He said, "it is the word of the Lord, and it is the word of the Lord." ³

He said, " the words of every nation express their names and the meanings they want to understand, and every nation has their own language."

4

The language is the words and structures that are circulated by people who have identified them and thus achieve understanding, in addition there are methods that distinguish each language from others "such as deletion, abbreviation, metaphor and other Arabic methods that have an impact on understanding the state of communication between the speakers and the

¹– The son of a perspective, the tongue of the Arabs, material (Lago), p290,

²– Same source, p290, article (LIGO).

³– Mohammed bin Mohammed bin Abdul Razzaq al-Zubaidi, crown of the bride from the jewels of the dictionary, Teh: Abdul Majid Qattash, Maqada (Lgo), Dar Al-Kuwait, T2, 2001; 39, p. 462

⁴– Abu Muhammad Ali bin Ahmed bin Saeed bin Hazm, judgments in the original provisions, Taha: Ahmad Muhammad Shaker, House of New Horizons, T02, 1983.

Arabic language of the widest languages in the art of these methods".⁵ these methods are very important, so the Arabic language must be taught in its holistic perspective.

The concept of Arabic Language Education:

Based on the concept of education and the concept of language in general, it is possible to define the concept of teaching Arabic, which is part of language teaching; In other words, the latter is a general framework within which all languages are taught, which in turn is part of education in general.

With this quick light, it is possible to define the concept of teaching Arabic language, which is "a set of methods and techniques for teaching Arabic language and learning during a certain school stage, in order to develop the student's knowledge, acquire language skills and use them in a functional manner according to the conditions and communication situations. all this takes place in an organized and interactive framework that brings the teacher to the student.

By adopting specific curricula and teaching methods to achieve the objectives of teaching and learning the Arabic language", if this concept is realized in our minds, it is necessary to know and take note of its elements.

⁻⁵ Assistant bin Sulaiman al-Tayyar, the linguistic interpretation of the Qur'an, Dar Ibn al-Jawzi, p.35.

Arabic Language Teaching strategies:

Linguists have pointed out that the four arts of language are: Listening, speaking, reading, and writing.

A. ability to listen:

The listening skill is at the forefront in terms of importance and the natural order of language skills, and is derived from the linguistic root (SG) which means in the dictionary of the medium: It is (heard of the laan, or to him, to his speech. Listen and hear: Listen and listen.)⁶

It is a mental process that requires an effort by the listener to follow the speaker and understand the meaning of what he is saying, to store and retrieve his thoughts if necessary, and to make connections between multiple ideas.

This definition can be summarized in the following points:

Listening is a mental process.

Listening skills depend on focusing and following up to understand what the speaker is saying.

Store ideas and retrieve them when needed.

"listening is a complex, multi-step process in which language is converted into meaning in the brain of an individual, and listening involves three steps: Receiving, paying attention and giving meaning to the audible. "⁷

The skill of listening takes the utmost importance in the process of perception and learning, because the sense of hearing is an important sense in the process of perception, learning and the acquisition of science, it is possible for a person to learn a language if he loses his sight before learning it, but if he loses his hearing he is unable to learn the language. this is a sign of the importance of hearing in cognition and language learning⁸.

Difference between listening and listening :

⁶Arabic Language Academy, Intermediate Dictionary, International Library of Shorouk, Egypt, T4, 2014, and 449

⁷- Rateb Qasim Ashour and Muhammad Fakhri al-Maqdadi, Reading and writing skills, Al-Masirah Publishing and Distribution House, Amman, 1, 2005, and 105

⁸- Abdul Aziz Al-person, and Mr. Al-Tuhamy, hearing disability and communication disorders, Ain Shams University, T02, 2009, p. 22

Hearing, listening and listening have always been synonymous with hearing through the ear, but there are fundamental differences between hearing, listening and listening.

"Hearing is a simple process that depends on the physiology of the ear and its ability to pick up these sound vibrations, which is something that man does not learn because he does not need to learn.

Listening is an art that involves complex processes; it is not just hearing, it is a process in which the listener is given special attention, and intentional attention to the sounds his ear receives.

Listening is focusing attention on what a person hears in order to achieve a certain goal."⁹

It is noted from the above that there are differences between hearing : Hearing, listening, listening, and listening hearken, which are all successive stages starting from the reception of the ear to sound vibrations, and ending with the listening process, and reaching the peak in the listening stage where excessive listening and immersion in it¹⁰.

Importance of listening skills:

Listening skills play an important role in teaching other language skills, where their importance lies in the following:

- Development of oral language and related skills, such as the ability to express, formulate correct sentences, pronounce correctly, arrange and organize ideas.

Develop the ability to correctly distinguish sounds, letters and words.
Enrich the language with many new words, styles, phrases, or correcting what is wrong.

Develop critical thinking in the child through the opinions and ideas they hear that are agreed or different on a particular topic.

Developing auditory memory and training to retain information for longer.

Skills of listening:

⁹Ali Ahmed Madkor, Teaching Arabic Language Arts, Al Shawaf Publishing and Distribution House, Riyadh, p.75-76

¹⁰- Wajih al-Marsi Ibrahim and Mahmoud Abdel Hafez Khalaf Allah, modern trends in Arabic Language Education, Al-Jawf Literary Club, T1, 2010, p41

Listening skills are defined as follows¹¹:

The ability to follow the speaker with attention focused.

The ability to draw and remember the main points of the subject.

Skill in listening etiquette.

The skill of analyzing the audible, identifying its strengths and weaknesses.

The skill of taking notes about the audiobook.

Ability to remember and memorize.

Types of listening:

The type of listening varies according to its purpose, and is divided into:

– **Non-focused listening or marginal listening:** It is the dominant listening in societies, that is the listening practiced by the public toward the audio material from the visual or audio media, or from their councils.

This kind of listening means knowing the outlines of what is being said without going into the details, without judging it, and is flawed in understanding and transmission.

This type of listening is meant to obtain information.

– **Pleasure listening:** Listening, which is the listening that one aims behind to psychological and spiritual pleasure, and is not without understanding, analysis, and interpretation. However, it is dominated by pleasure, such as listening to the one who throws the poetry, and to the lecturer who works to spread the spirit of fun as in the evenings and festivals.

The listener in this type is in response to what he is listening to, which is tasteful listening.

– **Attentive listening:** This is the third type, which is meant by (listening from which one aims to listen to the audio material itself; With the intention of understanding, analyzing, and interpreting it, it is often in lectures, seminars, and lesson rooms).

This type of listening requires the listener to be alert and attentive to the audible material.

Ahmad Soman classifies hearing as purpose-oriented :

¹¹ Mohsen Ali Attiyah, Language Communication skills and Education, Curriculum Publishing and Distribution House, Amman, Jordan, 1st, 2008 and 230.

Listening for the purpose of obtaining information: That is, learning listening, which includes attention in the audiobook, and linking thoughts to each other.

Listening with the intention of listening: This type of listening should not taste and listen and this is not only in the field of the word, but also in the field of music, either be satisfied with it or commented on it.

Listening for criticism and analysis: This type of listener requires vigilance and attention to the speaker

From the above, it is clear to us that the listening process varies according to the purpose and purpose, there is listening to solve problems, listening to listen, listening to the lesson, listening to resolve the conflict, etc.

The types of listening in terms of **skills** are divided into the following:

Conclusion listening: Listening followed by the process of extracting general ideas, and deducing the meanings of unclear words from context.

Listening to balance and criticism: Listening, which requires balancing between the speaker and the listener, distinguishing between meanings and ideas and making sure that they are correct or wrong.

- **Listening to remember:** It is the process of retrieving the previously audible and remembering its content and making use of it for a specific purpose.

- **Listening to expectation:** In which the listener expects what the speaker will say and knows his purpose through his words until he reaches the content of the speaker's speech¹².

Listening in terms of the listener's attitude is divided into :

Listening without speech : The listener is only a recipient, without interrupting the speaker.

For example, when a teacher gives a lesson, the student is only a listener.

Listening and speech: Requires discussion between the speaker and the listener with respect for dialog¹³.

Ways to develop listening skills:

The listening skills of students can be developed in many ways and means, including :

¹² Mohsen Ali Attiyah, Language Communication skills and Education, Curriculum Publishing and Distribution House, Amman, Jordan, 1st, 2008 and 230

¹³– Ahmed Soman, methods of teaching Arabic, Nhuan Publishing and Distribution House, Amman, 2009, p.231

Recording the lesson data: (Date, chapter, quota, article), then recording the title of the piece chosen to listen read or recorded prose, poetry or any other material.

Define concepts: These are the new words in the piece, and identify the main and sub-ideas of the selected piece. ¹⁴

Definition of generalizations: Laws related to the facts in the piece as well as moral rules (attitudes, behaviors, values).

- Setting the teaching objectives: In the formulation of specific procedures in the light of the concepts and generalizations specified in advance.

Attention: Where the individual works to focus attention, attention to hearing and the following means and information, and to interpret them clearly, and to determine the resulting behavior or action and what is issued by the person.

Focus on speech, not the speaker, because focusing on the speaker distracts the mind.

- Discount the important things in speech and realize the relationship between them to reach the overall idea and realize its goals.

Observe the etiquette of listening: Starting with the session suggestive of interest and showing that you are tight with the speaker and avoiding speech without permission and movements suggestive of indifference¹⁵.

Training in listening skills:

In order for the teacher to train his students in the art of listening, and develop his skills in them, there must be different means and methods different according to the study material and the age of the listeners, including:

- Exploiting some topics of reading, or daily news in newspapers and magazines, or passing events, read or tell students about them, and then discuss them about them, in order to develop the listening skill, and reveal the extent of their understanding of what they have listened to.¹⁶

- The teacher should send a short oral message to one of his students, and ask him to inform his colleague next to him, who in turn will communicate that

¹⁴– Salah Samir Younis, and said Mohamed Rushdi, General Teaching and Teaching Arabic, Salah Library for Publishing and Distribution, Egypt, 1999 ad, p.138

¹⁵– Alaa Jarrar, How to develop listening skills, posted on the Internet, last updated/28/12/2017.

¹⁶– Wajih al–Marsi Ibrahim and Mahmoud Abd al–Hafez Khalaf Allah, modern trends in Arabic Language Teaching, op. cit., p. 43

message orally to another colleague, and so on to the last student. The latter delivers the message and informs, and if it is sound, the teacher knows that his students have listened well.

- The teacher should ask his students to pay attention while reading a colleague in any subject, and indicate what may be wrong (whatever) in an organized manner.¹⁷

Factors that help in learning to listen also include¹⁸ :

- The modern devices and innovations that treat the ear are many and varied, in any of the fields, the learner should choose from them what suits him.

The process of individual and group discussion forces the listener to be a follower of what is said, critical of what is heard and expressing opinion.

- The competition between these organs in the submission of material that attracts attention and interest to the listener and helps to understand what is heard and to issue some of its provisions on that article .

- The educational process has moved a large part of it to the media and thus increased the opportunity for the student to practice listening more.

¹⁷Hamad Ibrahim Soman, methods of teaching Arabic, p.154

¹⁸Ibrahim Mohamed Atta, methods of Teaching Arabic Language and religious Education, pp. 97, 98