

Understanding Spoken Language Between Theorization and Application in the New Educational System: A Field Approach

فهم المنطوق بين التنظير والتطبيق في المنظومة التربوية الجديدة- مقارنة ميدانية

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Abstract:

This study aims to explore the dynamics of spoken language comprehension and its practical integration within the ambit of the second-generation curricula, anchored by a field study at Martyr Ali Haddad Primary School in Boumerdes. Utilizing a critical descriptive-analytical methodology, the research probes into the pedagogical frameworks and mechanisms essential for instilling this competency in the revamped educational schema. The overarching aim is to cultivate communicative proficiency among learners, equipping them with the requisite skills to navigate and excel in academic, social, and professional milieus. Highlighting the significance of this study.

Keywords: Understanding Spoken Language; Field Approach; Communication; New Educational System.

ملخص:

تهدف الدراسة نحو مكاشفة ميدان فهم المنطوق وآليات تطبيقه في ضوء مناهج الجيل الثاني، عبر دراسة ميدانية، تركز على المنهج الوصفي التحليلي النقدي، متخذين السنة الأولى من التعليم الابتدائي لمدرسة الشهيد على حداد بسي مصطفى ولاية بومرداس أنموذجا، من خلال حفريات في مرجعيات وآليات تجسيده في المنظومة التعليمية الجديدة، لبناء متعلم ذو كفاءة تواصلية، تجعله قادرا على التواصل بلغة سليمة في الوسط المدرسي والاجتماعي والمهني مستقبلا.

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1. Introduction:

Primary education serves as the bedrock of the educational continuum, providing the initial phase where fundamental literacy skills, reading and writing, are acquired. These foundational competencies are crucial for developing analytical thinking and effective knowledge assimilation, ensuring students are well-equipped with the necessary skills, competencies, and insights to thrive in a knowledge-driven society.

Aligned with the objectives of the second-generation curricula reforms, this study emphasizes four interconnected domains: understanding spoken language, oral expression, comprehension of written text, and written expression.

2. Understanding Spoken Language: Concepts and Definitions

In the lexicon of educational pedagogy, understanding spoken language encompasses the verbal expressions articulated by learners, reflecting their inner thoughts and emotions in a structured and coherent manner.

This includes live words conveyed by an educator and audibly received by the student, elevating it to a dynamic linguistic activity aimed at crafting a meaningful verbal exchange that adheres to the norms of communicative effectiveness and serves its intended pragmatic objectives. "This realm is pivotal among the triad that supports the educational framework, enhancing auditory acuity and fostering precise oral communication" (Bousalem, date unknown, p. 6).

This capacity enables students to convey their desires, needs, and emotions, thereby fulfilling an educational role through the articulation and phonetic construction of language, which facilitates the expression of internal thoughts and fosters both expressive and creative liberty. Abdul Rahman Haj Saleh observes that "direct, face-to-face communication is not only

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more succinct and adaptable than its written counterpart but also more cost-effective" (Abderrahman, 1974, p. 26).

In this educational context, the objective of understanding spoken language is to engage learners actively, enhancing their receptivity through well-substantiated arguments that bolster the communicated messages. This process enriches their listening skills, broadens their auditory capabilities, and sets them apart, preparing them for advanced educational levels (Ministry of National Education, 2016, p. 6).

Regarded as a vital segment of the Arabic linguistic studies, understanding spoken language is deemed indispensable for mastering linguistic skills utilized across various communicative settings. Recognized by linguists as a core element of the Arabic linguistic studies, it integrates listening and comprehension to facilitate both oral and written expression, positioning text at the heart of the educational endeavor. From this juncture, educators strategize to cultivate the targeted competencies within their pedagogical projects.

In summary, the domain of understanding spoken language occupies a central position in shaping and enhancing other educational activities, advancing communicative efficacy through auditory engagement, with the ultimate goal of facilitating written expressions. It is posited that "the essence of language utilization is based on spoken and heard language, from which written language derives. Historically and universally, spoken language has consistently been more succinct and flexible than written text" (Abderrahman, 1990, p. 80).

1.2 Areas of Understanding Spoken Language:

A - Dialogue:

Dialogue represents a fundamental mode of communication between individuals and groups, acting as both an educational technique to elevate communication skills and a mechanism for knowledge synthesis through discussions and debates. It is designed to foster trust between

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communicators, achieving "mutually satisfying outcomes and facilitating the correction of misconceptions.

Moreover, it seeks to evolve ideas and refine behaviors" (Tarik, p. 54). Effective dialogue hinges on the development of several key skills:

- _ Objective listening, maintaining calmness, and concentration.
- _ Engaging in logical argumentation, cultivating unbiased thinking, and embracing diverse perspectives.
- _ Adapting swiftly to new evidence, proofs, and concepts.
- _ Exhibiting quick comprehension and critical thinking capabilities.

B - Discussion:

Discussion constitutes a structured scenario where learners engage under the guidance of an educator to dissect and resolve specific issues. To realize the intended goals of a discussion, educators must concentrate on enhancing certain competencies:

- _ The skill to clearly and accurately delineate the issues at hand.
- _ Proficiency in understanding, analyzing, evaluating, and critiquing the proposed ideas.
- _ Maintaining focus on the topic without straying from the central subject matter.

C - Storytelling:

Within the educational framework, storytelling is employed as a medium to transmit ideas, merging elements of fantasy and reality within its narrative structure. It plays a pivotal role in the development of a child's personality through its themes and meanings, offering literary enjoyment and serving as "the most influential literary form in our contemporary era for fostering moral awareness, drawing the learner into its narrative realm with its concepts and techniques, thereby reinterpreting human life anew" (Mohammed, n.d., p. 3).

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D - Public Speaking:

Public speaking is an essential linguistic activity that demands concentrated educational team efforts, providing learners with numerous opportunities to practice this skill during spoken language comprehension and oral expression sessions, as well as through various meaningful school activities. To achieve proficiency in public speaking, educators should focus on developing the following abilities:

- _ Enhancing the vocal capabilities of the learners.
- _ The capacity to organize thoughts and present them coherently.
- _ A thorough understanding of the subject matter and the ability to convey necessary information.
- _ Building self-confidence and the competence to engage with an audience.
- _ Mastery of articulation, which includes expressing internal thoughts through voice, gestures, and facial expressions to effectively inform and persuade the audience.

2.2 Foundations of Understanding Spoken Language:

Understanding spoken language is based on three essential skills: listening, understanding, and attention.

A. Listening Skill:

Listening is a linguistic skill through which language is acquired, and the listener comprehends the speaker's intentions, forming the basis of understanding and the pursuit of knowledge. Listening contributes to various processes like acquisition, perception, and communication.

It is the "first mental linguistic art known to humanity, utilized in teaching at every educational stage" and considered by Ibn Khaldun as "the father of linguistic faculties" (Ibn Khaldun, 2004, p. 368) due to its fundamental

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importance as the basis of all arts and mental training in the educational process, relying on the organ of the ear and requiring attention.

B. Understanding Skill:

This skill comprises the following elements:

- _ Preparedness to listen.
- _ The ability to focus the mind during listening.
- _ Grasping the general idea of the discourse.
- _ Recognizing the main ideas of the discourse.
- _ Using vocal context cues for understanding.
- _ The ability to follow oral instructions and understand their intentions.

C. Comprehension Skill:

This skill includes the following elements:

- The ability to understand and summarize what is heard.
- The ability to distinguish between fact and fiction.
- The ability to perceive the relationships between presented ideas.
- The ability to categorize the speaker's ideas.

2.3 Objectives of Understanding Spoken Language:

The objectives of the spoken language comprehension and production session are to:

1. Train the student to benefit from their surroundings by listening to:
 - A. The teacher's speech, advice, and guidance.
 - B. Audiovisual media such as radio, television, cinema, and recordings.
 - C. Public readings, lectures, and various lessons.

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- D. Poetry seminars, plays, and various oral presentations.
2. Practice sequencing events in spoken discourse, with an understanding of its type (historical, logical, numerical).
 3. Comprehend the intentions of the speaker and ensure thorough understanding of the message.
 4. Make judgments about the spoken content and provide a critical perspective.
 5. Create a knowledge culture through communication with others.
 6. The ability to reconstruct the heard text in a manner close to the original, attempting to emulate its expressive behaviors.

2.4 Stages of Managing the Spoken Language Comprehension Session:

1. Realization of text events:

Involves analyzing the text's elements, components, and events, highlighting the function of its parts and searching for the text's significance to deepen understanding.

2. Elements of the text include:

- Title of the text.
- Timing of events in the text.
- Places of events in the text.
- Characters.
- Events and finally, the conclusion.

3. Spoken Language Comprehension: A Field Study

- Level: First year primary.

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- Subject: Arabic language.
- Section: Sixth, environment and nature.
- Field: Understanding spoken language.
- Topic: The morning meal.

1. Final competence: Understands spoken addresses and responds productively.

2. Values and attitudes: Takes pride in his language and heritage.

- Cooperation and participation in group work.
- Health rules for eating and food balance.

3. Cross competencies: Acquires expressive competence and employs it in other fields such as oral and written expression.

4. Competence components: Responds to what is heard by interacting with an evaluation of its content and finally, retelling the text from the beginning to ensure the achievement of competence.

5. Competence indicator: Answers questions, evaluates the content of the text, and extracts values present in the text.

3. The Process of a Spoken Language Comprehension Session

At the beginning of the session, the teacher initiates with a series of questions to prepare the learners and capture their attention, serving as an introduction before narrating the spoken text.

Teacher: What do you do in the morning before going to school?

Students: We have breakfast.

Teacher: What do you eat for breakfast?

Students: We drink milk.

Teacher: Do you prefer drinking milk with bread or just sweets?

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Students: Answers vary; each student has their response. From here, the teacher delves into the topic by discussing the breakfast meal.

Narrating the Spoken Text (Learning Construction Phase):

The teacher begins narrating the spoken text to the students with an expressive voice, incorporating gestures and intonations to maintain attention and focus on understanding. The text is read aloud three times.

After narrating the spoken text, the teacher tests the learners' understanding by asking questions about the text.

Teacher: What did the teacher ask the students?

Students: He asked who among them eats breakfast in the morning.

Teacher: How did Saïd, Riyad, and Huda respond?

Students: They responded that they do not eat breakfast.

Teacher: What did Layla say?

Students: Layla said that her mother calls her to say the milk is on the table for breakfast, but she does not feel like eating.

Teacher: What is the benefit of having breakfast?

Students: Breakfast provides us with enough energy for activities and is good for our health.

Teacher: What does a breakfast meal consist of?

Students: Breakfast consists of a cup of milk, some bread pastries, pieces of cheese, and some fruit.

Teacher: What did the children say when the teacher mentioned the meal's contents?

Students: The children said in unison that they will not leave the house before having breakfast.

Dividing the Text's Events:

After testing the learners' understanding of the text, the teacher divides the text into the following elements: title, location, time, characters, events, and conclusion. Therefore, the teacher poses the following questions:

Title: The Breakfast Meal.

Teacher: What is the text about?

Students: It talks about the breakfast meal.

Teacher: Where were the students?

Students: The students were in the classroom.

Teacher: When did the students have breakfast?

Students: The students had breakfast in the morning.

Teacher: Who are the characters in the text?

Students: The characters are: the teacher, Saïd, Riyad, Huda, Layla, Bassem.

Events: Not having breakfast.

Conclusion: The role and importance of breakfast for children's health and their conviction to maintain this good behavior.

The Value of the Spoken Text:

Patriotism, removing harm from the path, and environmental conservation.

Leveraging Acquired Knowledge:

The educator re-engages with the spoken text by reading and then dramatizing the scenarios described. This interactive approach culminates with the teacher selecting three students to enact a play, involving roles distributed among four boys as the teacher, Saïd, Riyad, and Bassem, and two girls taking on the characters of Huda and Layla. Post-performance, the

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educator prompts the students with the following question to encourage narrative skills: "Who wants to try retelling the text in their own words?"

Analyzing the Results of the Spoken Language Comprehension Network:

Table (01): Learner Assessment Network in Spoken Language Comprehension Sessions

Number	Name and Surname	SpokenUnderstandingSessions			Total	
		Session 1	Session 2	Session 3	Acquired	Not Acquired
01	Abdellah El-Arwi	+	+	+	03	00
02	Jihan Al-Omari	—	—	—	00	03
03	Ferial Bessissel	—	—	—	00	03
04	Douaa Belarbi	+	—	+	02	01
05	Abdelhak Ben Jnahi	+	+	+	03	00
06	Anas Ben Amrouch	+	+	+	03	00
07	Dina Ben Nazia	+	+	+	03	00
08	Leliane Boukhercha	+	+	—	02	01
09	Nourhan Habis	—	—	—	00	03
10	Mohamed Khalfahoum	+	+	+	03	00
11	Maria Khalifi	+	+	+	03	00

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12	Khadija Khalil	+	+	+	03	00
13	Ghilas Khouni	+	+	+	03	00
14	Walid Damouch	+	—	—	01	02
15	Israa Riyahla	—	+	—	01	02
16	Mohamed Chenoumi	—	—	—	00	03
Total					30	18

Percentage = (Occurrences × 100) / Number of Sessions.

Occurrences are: 3 sessions per student, total 48 sessions.

Table (02): Analysis of Results

Learner Status	Number	Percentage (%)
Acquired	30	62.5
Not Acquired	18	37.5
Total	48 Sessions	100

The analysis reveals that a majority of the learners successfully comprehended the spoken language sessions, with thirty sessions marked as acquired, translating to 62.5% efficacy. This suggests robust understanding and engagement in these sessions. Conversely, eighteen sessions were not acquired, representing 37.5%, indicative of challenges some learners encountered, potentially due to issues like diminished concentration, attention, or other academic difficulties. The study suggests that inclusion of additional cognitive tools such as visual aids in the teacher's repertoire could further enhance comprehension.

4. Conclusion:

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This synthesis encapsulates the insights derived from the investigative process across its various phases:

- The realm of understanding spoken language is characterized by a weekly session of forty-five minutes facilitated by the teacher each Sunday.
- The pivotal role of spoken language comprehension in fostering adept listening and direct communication skills.
- The integral connection between the proficiency in spoken language comprehension and the enhancement of written content production, with the latter significantly benefiting from the former.
- The core skills underpinning spoken language comprehension include listening, understanding, and attentiveness.
- The reliance solely on textual guides without supplemental cognitive resources may impede the success of the educational endeavor. To address these limitations, the following enhancements are proposed:
 - _ Increase the time allocated to spoken language comprehension sessions.
 - _ Integrate the guide text with the reader's text to deepen comprehension.
 - _ Employ supportive cognitive tools aligned with the textual context, such as images, tapes, and posters.
 - _ Prepare and familiarize students with the spoken text ahead of its presentation.
 - _ Ensure the availability of necessary cognitive resources within educational institutions, as these are seldom accessible in standard libraries.

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- Encourage curricula that emphasize understanding and exposition, leveraging cognitive skills of both educators and learners, while steering clear of rote memorization.

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