

The Dramatizing the activity of listening comprehension and its importance in acheiving the skill of understanding and production among primary school learners – the first stage as a model

La dramatisation des activités de compréhension orale et son rôle dans le développement des compétences de compréhension et de production chez les élèves du primaire : une étude de cas du premier cycle.

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Abstract :

Language is a mean of understanding and indispensable tool for dealing in our lives. It is uses to express feelings and communicate ideas from the transmitter to the recipient, and there are scholars who refuse to limit all its functions of the first purpose (expression) or the second purpose (communication). And their opinion in this, that the other purpose are secondary, and can be returned in the end o one of the two purpose, and if we follow the various linguistics behaviors, we find the expression embodies the meaning of communication/

In view of the importance that utterance occupies in the lives of people and learns in particular, we decided in this scientific paper to shed light on it, throughits dramatizatio, wether it was a spoken or audible text, and to search for what was acheiving the skills of comprehension and assimilation among the learns, setting

hypotheses thought wish we reached results it is of great importance in achieving the comprehension skill, by creating a dynamic and dramatic space that includes learning, playing, educating.

Keys words :

Dramatization - Oral comprehension activity - Comprehension skill - Production
- First stage.

Résumé:

Le langage est un moyen de compréhension et un outil indispensable à notre vie quotidienne. Il sert à exprimer des sentiments et à communiquer des idées de l'émetteur au récepteur. Certains chercheurs refusent de limiter ses fonctions à la seule expression ou à la communication. Selon eux, les autres finalités sont secondaires et peuvent être ramenées à l'une des deux finalités. Or, l'analyse des comportements linguistiques révèle que l'expression incarne la signification de la communication.

Compte tenu de l'importance de l'énonciation dans la vie des individus et des apprenants en particulier, nous avons décidé, dans cet article scientifique, de l'étudier à travers sa dramatisation, qu'il s'agisse de textes oraux ou audibles, afin d'identifier les facteurs favorisant la compréhension et l'assimilation chez les apprenants. Nous avons formulé des hypothèses et espéré obtenir des résultats démontrant l'importance de créer un espace dynamique et interactif d'apprentissage, de jeu et d'éducation pour développer la compréhension.

Mots clés:

Dramatisation - Activité de compréhension orale - Compétence de compréhension
- Production - Première étape.

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1. Introduction

Today, the status of nations is measured by the effectiveness and quality of their educational systems, rather than their political or economic power alone. Educational systems serve as the official apparatus for imparting science, knowledge, and values, providing societies with the necessary qualified human resources. Many countries have staked their economic takeoff and social development on their educational systems. One of the most significant transformations in the contemporary world under globalization is what Alvin Toffler ¹ describes as the "shift of power"—from the power of money, wealth, and governance to the "power of knowledge," based primarily on the possession of cognitive, scientific, and technological prowess.

Consequently, nations have accorded paramount importance to educational systems. As the world undergoes rapid changes across various fields, the call to reform educational frameworks has become an urgent necessity to keep pace with these developments.

Since its independence, Algeria has undergone several reforms. Official and unofficial discourses have consistently called for the reform of the Algerian educational system. Teaching in Algeria has evolved through different stages: from content-based instruction to objectives-based instruction, and finally to the Competency-Based Approach (CBA), adopted in 2003 as part of the "First Generation" curriculum reforms. More than a decade later, "Second Generation" reforms were launched in 2016 and continue to this day.

This leads us to question: What is the difference between First and Second Generation reforms? What new elements did the Second Generation curricula introduce? And what role does the Listening Comprehension activity play in these reforms? Our objective is to examine the dramatization of listening comprehension and link it to the processes of understanding and oral production. Understanding is a fundamental factor in learning, achieved only through specific conditions—most notably homogeneity within the communicative system. Since the learning process is communicative, there must be a harmony of rules between the sender and the receiver within a shared language. Situated between

understanding and oral production is the spoken text, which serves as both a procedural tool within pedagogical practice and a learning objective. Under the rewritten curricula, the spoken text has become a vehicle for acquiring language and knowledge by prompting the learner to build their learning through listening, comprehending content, and ultimately achieving oral production.

2. Definition of "Spoken" (Al-Mantouq)

Linguistically: It is a passive participle derived from the root n-t-q (to speak). In IbnManzur's *Lisan al-Arab*, *nutaq* means "the speaker speaks a speech," implying talking. *Al-mantiq* refers to speech. God made him speak (*antaqahu*), and *tanataqa* means two men conversing or debating. The sound of anything is its *mantiq* or *nutq*ⁱⁱ.

Idiomatically: Many definitions exist, including:

- ✓ Spoken language is natural and semi-stable in its general and customary patterns ⁱⁱⁱ. It encompasses verbal, acoustic, and gestural aspects, utilizing sound and body language to achieve communication.
- ✓ Schank Chantal defines it as: "Spoken language is spontaneous speech, freely formulated in natural communicative situations. It is language in the sense of linguistic usage, not the linguistic system" ^{iv}.
- ✓ Spoken language is the earliest and most widespread means of human communication; an average individual produces far more spoken words than written ones.
- ✓ It is inherently dialogic, as it is essentially a conversational exchange between at least two people occurring simultaneously in the same place via a communicative channel, where participants can take turns speaking on a shared topic ^v.

3. Definition of the Field of Oral Comprehension: ^{vi}

It involves delivering a text with a clear, resonant voice and emotional engagement, accompanied by hand gestures or other cues to stimulate listeners, guide their emotions, and make them more responsive. It

includes evidence and proofs to substantiate the speaker's ideas. The element of persuasion (attraction) is vital; a listener may be convinced of an idea but may not act upon it unless they are moved.

This domain defines specific traits for the teacher: they must possess a clear voice and sound articulation to capture the pupil's attention through gestures, thereby achieving the skill of attentiveness and subsequently persuading the learner to reach the desired objective.

3.1 Oral Comprehension and Production in the Second Generation Curricula:

Listening comprehension and production is a pedagogical activity that appeared in the "Second Generation" reforms. In the old curriculum, "Oral Expression" started from guided reading (a written text). However, in the Second Generation, it starts from listening to a spoken text, understanding its meanings, and then moving to oral production—where the student expresses what they heard and understood.^{vii}

3.1.2 Definition of the Curriculum:^{viii}

Linguistically: Derived from nahaja, meaning a clear and plain path. In the Quran: {To each of you We prescribed a law and a method (Minhajan)}^{ix}.

Idiomatically:

- ✓ A set of experiences, information, skills, habits, and attitudes acquired by the individual independently within the school environment ^x.
- ✓ Hassan Shehata defines it as the collection of diverse experiences provided by the school to pupils, both inside and outside the school, to achieve comprehensive and integrated development in human character building according to specific educational objectives ^{xi}.
- ✓ Fayez Dandash, meanwhile, limits its scope to being a comprehensive and integrated plan. Through this plan, students are provided with a range of educational opportunities that work

toward achieving broad goals linked to detailed specific objectives, which are realized in a particular scientific field under the supervision of a responsible scientific body ^{xii}.

3.1.3 Foundations of Curriculum Construction: ^{xiii}

- ✓ **Philosophical Foundations:** The intellectual framework reflecting the society's identity, heritage, and rights.
- ✓ **Social Foundations:** Related to the needs of society and its economic, scientific, and technical developments.
- ✓ **Psychological Foundations:** Related to the nature of the learner, their developmental characteristics, and learning theories.
- ✓ **Cognitive Foundations:** Related to the subject matter, its sources, and its relationship with other fields of knowledge.

3.3.4 Types of Curricula: ^{xiv}

- ✓ **Subject-Centered Curricula:** Focused on the academic material and information rather than the learner.
- ✓ **Activity-Centered Curricula:** Modern curricula that prioritize the learner, such as problem-based or project-based learning.

3.3.5 Curriculum Elements:

The curriculum consists of several key elements, most notably:

Objectives

Objectives refer to the anticipated changes that the curriculum is expected to produce in the pupil's personality. They are also defined as a description of a behavioral change expected to occur in the pupil's character as a result of an educational experience and their interaction with a specific instructional situation ^{xv}.

Sources for Deriving Educational Objectives: There are numerous sources from which educational objectives can be derived, the most important of which are ^{xvi}:

- ✓ **Society:** Its goals, philosophy, culture, and trends. Curriculum planners must take into account the importance of society and the systems it creates, focusing on their role in social growth and continuity.
- ✓ **Learner Characteristics:** Their needs, interests, mental abilities, and thinking patterns. These represent a vital source for curriculum planners to derive and diversify objectives to accommodate individual differences among learners.
- ✓ **Components of the Learning Process:** Forms of knowledge, their requirements, and the contemporary problems facing society.
- ✓ **Scientific and Technological Progress:** As well as modern global concepts.

Content

Content is defined as the set of definitions, concepts, relationships, facts, skills, values, and attitudes that constitute the learning material in a textbook prescribed for students at any educational stage. This content is selected and organized according to specific scientific criteria aimed at achieving the curriculum's objectives ^{xvii}.

Criteria for Content Selection: The process of selecting content is based on specific criteria, including:

- ✓ The alignment of content with the objectives in both form and substance.
- ✓ Consideration of the learners' interests, needs, and abilities.

Teaching Methods

These refer to the procedures followed by the teacher to help students achieve the set objectives. Methods may include discussions, questioning, problem-posing, or setting up specific scenarios that require students to formulate hypotheses or inquiries. Among the most prominent teaching methods are the lecture method, the inductive method, and the discussion method.

Educational Media

These are devices and tools used by the learner to enhance the teaching and learning process. In a broader sense, they encompass the methods, devices, and organizational structures used within an educational system to achieve specific learning objectives^{xviii}.

The importance of educational media lies in:

- ✓ **Modifying Attitudes:** They can help students acquire sound educational attitudes. Studies have shown that instructional aids, such as motion pictures and audiovisual broadcasts, have the power to influence and modify student behavior.
- ✓ **Developing Creativity:** Contributing to students' capacity for innovation and creativity through the hands-on use of equipment and understanding its benefits and limitations.
- ✓ **Addressing Individual Differences:** Diversifying instructional styles to meet the varied needs of learners.

Evaluation

Evaluation is the process carried out by an individual or a group to determine the extent of success or failure in achieving the general objectives included in the curriculum. It aims to identify strengths and weaknesses to reach the desired goals. Consequently, evaluation offers several benefits, including:

- ✓ **Curriculum Development:** Updating curricula by assessing the educational reality and identifying problems or shortcomings to address them.
- ✓ **Refining Objectives:** Reformulating specific objectives based on accurate data regarding student outcomes.

Definition of Second Generation Curricula:

These are educational curricula rewritten according to the Algerian National Education Orientation Law 04/08 (2008) and the field

consultations of 2013 ^{xix}. They rely on an evolved Competency-Based Approach, implemented starting from the 2016-2017 academic year ^{xx}. These curricula aim to bridge the gaps of the First Generation and reinforce competencies as the primary method for organizing learning ^{xxi}.

The "Second Generation" curricula are fundamentally structured around two core domains: Listening Comprehension, which aims to develop reception and oral production skills—emphasizing listening as a primary factor in cognitive structuring and personality development—and Reading Comprehension, which aims to cultivate writing skills, making the Arabic language a functional tool for daily thought and expression ^{xxii}.

Arabic Language Activities in Second Generation Curricula:

Arabic language instruction occupies the largest portion of each learning module, reflecting its nature and the breadth of its resources. It branches into four distinct domains of learning activity as specified in the curriculum ^{xxiii}:

- ✓ **Listening Comprehension Domain:** Pertains to active listening and cognitive understanding.
- ✓ **Oral Expression Domain:** Focuses on observation (visual aids) and oral communication.
- ✓ **Reading Comprehension Domain:** Involves reading and orthographic skills.
- ✓ **Written Expression Domain:** Aims at producing sentences and short texts using diverse structures and linguistic forms.

In the First Year of Primary School, diverse pivotal texts are adopted for listening and understanding. These texts are enriched with images, scenes, and observation exercises, supported by integrated reading and writing activities. This framework allows the learner to participate effectively in building their own learning through the following pedagogical situations ^{xxiv}:

Listening Comprehension ("I Listen and I Understand")

This involves presenting a purposeful pivotal text designed to develop listening skills and achieve mastery over the spoken word (comprehension, communication, and inference). Through guided questions and simple discussions, the content of the text is analyzed to detail its events.

"I Use" (The Second Session of Comprehension and Expression)

This session focuses on the practical application of linguistic formulas and styles within meaningful communicative contexts. Effort is directed toward interactive questioning that helps learners reorder and reconstruct text events, enabling them to recognize linguistic patterns and utilize them correctly across various situations.

"I Observe and I Express" (The Visual Scene)

A meaningful scene or image, usually linked to the text's theme, is presented. Through observation and reflection, the learner engages in oral expression based on their prior cognitive level, thereby enriching the text, mastering linguistic acquisition, and translating their thoughts into speech.

Managing the Listening Comprehension Session

Proceduralizing the Events of the Spoken Text

"Proceduralization" (Ajra'at) refers to the analysis of a text by studying its elements, components, and events, while clarifying its various segments and their respective functions. It also implies providing an explanation or interpretation to make the text coherent, clear, and distinct

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Consequently, the term "proceduralization" appears in the context of text interpretation; it is a pedagogical method used to deepen the comprehension of both heard and read texts.

Elements of Text Proceduralization:

- ✓ Text Title.
- ✓ Temporal setting (Time of events).

- ✓ Spatial setting (Place/Places of events).
- ✓ Characters.
- ✓ Events.
- ✓ The Resolution (The End).

Dramatizing the Events of the Spoken Text

Concept of Dramatization:

The concept of dramatization is relatively modern, emerging in the twentieth century. Since its inception, it has played a transformative role, initially altering the perception of everything "theatrical," then expanding to include the entire world of performance, and eventually encompassing other fields such as social and daily life ^{xxvi}. Today, it appears that this concept, despite its profound influence in the last century, has fulfilled its mission. It has evolved the perspective of the performing arts to include all artistic forms and has advanced research into the intersection between the idea of performance or spectacle and life in its social sense.

Concept of Dramatizing Spoken Text Events:

This is an effective pedagogical and didactic method used to improve the level of comprehension for both spoken and reading texts. Generally, employing drama within learning activities is a significant step toward achieving educational quality ^{xxvii}.

Furthermore, dramatizing a spoken or read text provides added value to the field of didactics, enhancing classroom performance and increasing learning outcomes. It grants the reading text a new methodological presentation and breathes life into it by instilling a kinetic, dynamic spirit into its events, characters, settings, and timelines ^{xxviii}.

In another definition, dramatizing text events means that the teacher presents the listening or reading comprehension text through acting and characterization, converting it into a theatrical script for pedagogical and

educational goals, such as empowering the learner's comprehension and improving their reading skills ^{xxix}.

How to Dramatize Spoken Text Events:

At the Beginning of the Session: The dramatization of text events begins with the initial reading (the first oral presentation) of the text. The teacher recites the text to the students using clear, eloquent, and expressive language, utilizing characterization and acting techniques through facial expressions, hand gestures, and body movements. It is essential to accompany the word with an explanatory movement. The teacher must possess animation and dramatic performance skills to present the text in its best form, aiming to stimulate the listener emotionally, mentally, and physically.

During the Comprehension Processing Stage: After addressing general and implicit comprehension and ensuring that the students have grasped the spoken text, the teacher transforms the text into a purposeful and enjoyable dramatic performance, adhering to the rules of dramatic characterization, including ^{xxx}:

- ✓ Reformulating the dramatic plot of the dramatized text (the beginning, the conflict/knot, and the resolution) to suit the students' level.
- ✓ Identifying primary and secondary characters and drafting the dialogue—elements that define the intent of the dramatized text.
- ✓ Discussion (using a simple style with learners), where the teacher focuses on the "how-to" of text dramatization.
- ✓ The teacher divides learners into small groups and educational teams to reenact the events of the spoken text in detail: the introductory step, the dialogue step, and finally the closing step.
- ✓ Re-presenting the text to learners in a rotating manner to ensure collective participation.

Lesson Plan Model: Listening Comprehension (First Year Primary)

Topic: Dramatizing the Events of the Spoken Text

- ✓ **Level:** First Year Primary.
- ✓ **Subject:** Arabic Language.
- ✓ **Module 5:** Environment and Nature.
- ✓ **Domain:** Listening Comprehension.
- ✓ **Topic:** The Child and the Tree.
- ✓ **Terminal Competency:** Understands and responds to diverse discourses dominated by a dialogic style.
- ✓ **Values and Attitudes:**
 - Protecting the environment.
 - Planting and watering trees.
- ✓ **Cross-curricular Competencies:**
 - Developing communicative listening abilities.
 - Expressing oneself orally using sound language.
- ✓ **Competency Components:**
 - Responding to what is heard.
 - Interacting with the spoken text.
 - Evaluating the content of the spoken text.
 - Retelling the text from the beginning.

Introductory Phase (Anticipatory Set): The teacher asks a series of questions to prepare the learner's mind before reciting the text:

- ✓ **Question:** What must we do to protect the tree?
- ✓ **Answer:** We water it and prune its branches.
- ✓ **Question:** What else?
- ✓ **Answer:** We do not harm it.

- ✓ **Question:** How do we avoid harming it?
- ✓ **Answer:** We don't break its branches or peel its bark.
- ✓ **Question:** Do you like to protect trees?
- ✓ **Answer:** Yes.

The teacher then says: "Now, listen to the text."

Reciting the Spoken Text: The teacher recites the text clearly and loudly, using gestures and cues to capture attention and facilitate the skills of understanding and production through multiple readings.

The Spoken Text: The Child and the Tree A child held a pair of scissors and began to scratch the trunk of a tree. The tree said to him: "You are hurting me, little one! Ouch... Ouch..." The child raised his head and said: "You are just a tree; you do not feel pain." The Tree: "In fact, I am a living being like you. I feed, I drink, I breathe, and I feel pain just like you." The Child: "But you are stationary; you do not move or travel. You are a non-fruiting tree; you do not benefit people in any way." The tree became angry and said: "How can you say I do not benefit you?! Your bed, your desk, your wardrobe, your bedroom door, your pens, and your papers—all of these come from me." The child regretted his action and promised the tree that he would plant more, water them, and protect them.

Testing Comprehension: After the recitation, the teacher asks questions to test the extent of the learners' understanding and their ability to produce language based on the text.

Proceduralizing the Text Events: After testing comprehension, the proceduralization occurs by identifying: Setting (Place and Time), Characters, Events, and the Resolution.

Text Values: Environmental protection, watering trees, and reforestation.

Application and Training: In this stage, the teacher rereads the text so that students can reenact it as a play. This is "Dramatizing the Events of the Spoken Text." Two students are assigned roles: one as the tree and the

other as the child. This consolidates the skill of comprehension and retelling (production) using each learner's unique style.

It is evident from the above that the listening comprehension activity provided to the First and Second years of primary school (the First Stage) serves to immerse the learner in the language. By repeating the text, information is consolidated. This aligns with IbnKhaldun's assertion:

"A faculty (Malaka) is a firmly rooted quality resulting from performing an action and repeating it time after time until its form is deeply ingrained; the quality of the faculty is proportional to the original action."^{xxxi}

According to IbnKhaldun, a faculty is acquired through repetition and hearing—hearing being the "father of all faculties." Furthermore, reciting the events of a spoken text through emotional expression, hand signals, and gestures facilitates the skill of comprehension. Through these means, learners can retell the text (production) in their own expressions, transforming the narrative into a dramatized form.

Conclusion

In light of the preceding discussion, it is evident that the dramatization of listening comprehension—utilizing emotional expression, hand signals, and gestures—substantially contributes to the realization of the comprehension skill. Through these pedagogical tools, learners are empowered to retell the spoken text (production) using their own unique expressions, effectively transforming the narrative into a dramatized performance known as the dramatization of spoken text events.

- ❖ Dramatizing spoken text events enhances the level of comprehension and assimilation of oral discourse, while simultaneously fostering a higher proficiency in the domain of reading comprehension.
- ❖ It creates a vibrant and dynamic classroom environment that integrates learning, play, cultural enrichment, and holistic education.

- ❖ It mitigates the comprehension difficulties learners often encounter during listening activities, making them more energetic, engaged, attentive, and capable of deeper assimilation.

Through this deepened understanding, competencies are developed, leading to the successful attain

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^{iv} Mohamed El-Abd, Written Language and Spoken Language: A Theoretical Inquiry, Dar al-Fikr, 1st ed., Cairo, 1990, p. 61.

^vIbid., p. 84.

^{vi} National Curriculum Committee, The Accompanying Document for the Arabic Language Curriculum: Primary Education Stage, Specialized Group for Arabic Language, People's Democratic Republic of Algeria, 2016, p. 05.

^{vii}IbnManzur, Lisan al-Arab, entry "N-H-J" (method/path), p. 714.

^{viii}The Holy Quran, Surah Al-Ma'idah, Verse 48.

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^{xi} Hassan Shehata, Curricula between Theory and Practice, Al-Dar al-Arabiyyalil-Kitab Library, 2nd ed., Cairo, 2001, p. 18.

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^{xix} Nadia Ben Shadhli, The Role of Listening Comprehension and Production in the Second Generation Curriculum: First Year Primary, p. 40.

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^{xxii} "The Impact of Educational Reforms on Arabic Language Pedagogy: Second Generation Middle School," Tlemcen Research Unit Publications, Mansoura Al-Yasmin Press, 4th National Study Day, 5th Issue, December 5, 2017, p. 14.

^{xxiii} Guide for the First Year Primary Arabic Language, Islamic Education, and Civic Education Textbook, compliant with the Ministry of National Education curriculum, p. 12.

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^{xxviii} Bin Al-SayyidBourniSarab and HalfayaDawoodWafa, Guide for the Use of the Arabic Language Textbook: Third Year Primary, National Office for School Publications, Ministry of National Education, Algeria, 2017–2018, p. 13.

^{xxix} Nadia Ben Shadhli, *op. cit.*

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