

Misconception of Arabic Language Listening Skills among Teachers

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Abstract: Now-a-days, the teaching approach in the perspective of Arabic language listening skills as a second language is in the territory of unconcern. According to literature, there are twelve misconceptions that lead to the matter of lack of concern in Arabic language listening skills. The followings are the main factors that need to be obtained by the student, such as speaking, reading and writing without training and other language skills, as well as misconception which is involving the activity of teaching listening skills passively. Thus, the aim of this study is to identify teachers' misconception about the Arabic language listening skills. The research design of the study is a cross sectional by using a questionnaire to collect the research data. The respondents of the study were 100 Arabic language teachers who were selected randomly. The results demonstrated that the major misconceptions of listening skills among teachers is based on these findings: Arabic language listening skills can be indirectly acquired by the students while practicing Arabic language; teachers do not need to train listening skills, specifically in the classroom; Arabic language listening skills can be acquired automatically by integration with the reading skills practices; obtaining Arabic reading comprehension skills is more important than learn listening skills; obtaining comprehension skills of Arabic language is more necessary than learning listening skills; listening skills is not necessary in learning Arabic language; the activity which is connected to listening skills in the class cause emotional burden; every activity of Arabic listening in the class sometimes can cause bored and frustrated. Thus, the lack of concern in teaching Arabic language listening skills is referring to the matter of misconception among Arabic teachers.

Key words: Misconception, listening skills, Arabic language, Arabic language teacher, learning Arabic

INTRODUCTION

Misconception is one of the factors among the variables which can affect teachers teaching techniques. This misconception is about listening skills in teachers minds. Practically as the result, teachers will give priority of effortless to train their students. Thus, the students cannot acquire listening skills as a part of language skills which they should be acquired.

In the context of language teaching, listening skills frequently are abandoned in Arabic language teaching (Rahimi *et al.*, 2009). In Malaysia, Grammar and Translation Method are still consider as a dominant factor in teaching of Arabic language and these methods are more emphasis on the reading skills which are noticeable because of the drilling activities in these methods that covered more on reading skills rather than drilling for listening skills. Hence, the proficiency levels of listening skills among students are less compared to reading skills due to the lack of emphasis on listening skills in teaching. As for teachers that are specialized in Arabic language, it is a must to train all four language skills, such as listening,

speaking, reading and writing in a proper proportion as suggested by experts in Arabic language teaching. Perhaps, the lack of awareness and emphasis on Arabic language listening skills that cause problem in teaching came from the misconception of listening skills. As they move towards these misconceptions. Moreover, these misconceptions will lead them to frequent failures of poor listening skills and even the occasional weaknesses of teaching.

Furthermore, this study contains the following information with twelve misconceptions of Arabic language listening skills (Rahimi, 2005):

- Students can reach and obtain indirectly listening skills while practicing Arabic language
- Teachers do not require training listening skills specifically in the classroom
- Students do not require specific training for Arabic language listening skills
- Arabic language listening skills can be acquired automatically by integration with the reading skills practices

- Obtaining comprehension skills of Arabic language is more necessary than learning listening skills
- Obtaining Arabic speaking skills is more important than learn listening skills
- Obtaining Arabic reading comprehension skills is more important than learn listening skills
- Misunderstand of the word meaning is rarely occur in listening skills
- Listening skills is not necessary in learning Arabic language
- Only the intelligent people can listen and understand well the Arabic language
- The activity which is connected to the listening skills in the class cause emotional burden
- Every activity of Arabic listening in the class sometimes can cause bored and frustrated

MATERIALS AND METHODS

The purpose of study is to investigate misconception of listening skills among Arabic language teachers. The research design of the study is a cross sectional by using a questionnaire to collect the research data. The category of question described in this questionnaire comprises two main sections.

Part I is to get the background of the respondents and the part II is to identify misconceptions of Arabic listening. The respondents of the study were 100 Arabic language teachers who were selected randomly from Religious Secondary School. This information or questionnaire was obtained from individuals regarding their view on the particular issues of misconception of listening skills among Arabic language teachers. There are 12 items consist in the questionnaire. Essentially, the data will be analyzed using three categories of mean scores which is namely; mean = 1.0-2.33 is identify as a low level, mean = 2.34-3.67 is identify as a moderate level and mean = 3.68-5.00 is identify as a high level.

RESULTS

It seems appropriate at this juncture to explain the mean score of teacher's misconceptions that focus on Arabic language listening skills. The data demonstrated four structured items at the moderate level between mean = 2.34-3.67 and 8 items at high level between mean = 3.68 to -5.00 (Table 1). At this point, as indicated in this finding which based on the following of moderate levels are:

- Students do not require doing specific training for Arabic language listening skills
- Obtaining Arabic speaking skills is more important than learn listening skills
- Misunderstand of the word meaning is rarely occur in listening skills
- Only the intelligent people can listen and understand well the Arabic language

Based on the data, there are 8 items demonstrated these findings at the high level such as:

- Arabic language listening skills can be indirectly acquired by the students while practicing Arabic language
- Teachers do not require training listening skills, specifically in the classroom
- Arabic language listening skills can be acquired automatically by integration with the reading practices
- Obtaining comprehension skills in Arabic reading is more important than learn listening skills
- Obtaining writing skills in Arabic language is more important than learn listening skills
- Listening skills is not necessary in learning Arabic language

Table 1: Mean score of teachers' misconception about Arabic language listening skills

Teacher's misconception of Arabic language listening skills	Mean	SD	Interpretation
Students can reach and obtain indirectly listening skills while practicing Arabic language	4.15	0.78	High
Teachers do not require training listening skills specifically in the classroom	4.02	0.94	High
Students do not require specific training for Arabic language listening skills	3.61	0.94	Moderate
Arabic language listening skills can be acquired automatically by integration with the reading skills practices	3.94	0.80	High
Obtaining comprehension skills of Arabic language is more necessary than listening skills	3.96	1.13	High
Obtaining Arabic speaking skills is more important than learn listening skills	3.50	1.24	Moderate
Obtaining writing skills in Arabic language is more important than learn listening skills	4.06	1.24	High
Misunderstand of the word meaning is rarely occur in listening skills	3.61	0.95	Moderate
Listening skills is not necessary in learning Arabic language	3.72	0.57	High
Only the intelligent people can listen and understand well the Arabic language	3.42	1.51	Moderate
The activity which is connected to the listening skills in the class cause emotional burden	3.88	0.93	High
Every activity of Arabic listening in the class sometimes can cause bored and frustrated	3.78	0.84	High
Overall mean	3.80	0.46	High

- The activity which is connected to the listening skills in the class cause emotional burden
- Every activity of Arabic listening in the class sometimes can cause bored and frustrated

DISCUSSION

The teacher's misconception about Arabic language listening skills is described in the range of high level. However, this result may not fulfill the aim of Arabic language teaching. According to Martin and Loomis (2007), the teachers' misconceptions as one of the elements in teachers minds that consider as an effect to the teaching activity which leads to the listening skills of Arabic language. Hence, the teacher did not emphasize the Arabic language listening skills as a teaching activity. On the other hand, if the teacher had a good conception of listening skills. Definitely, they will put their effort to train listening skills in class.

The findings also indicated that the respondents believed that Arabic language listening skills can be acquired automatically by integration with the reading skills practices. Kisslinger (2009) claimed that listening skills which is obtained from integrated drilling with reading skills is not strong because listening skills could not be acquired simultaneously with any language skills. On another hand, every language skills have different sub skills from one to another. Listening skills provide different subs skills from reading skills. When students learn listening skills integrated with reading skills. Indeed, reading sub skills will be emphasized while sub listening skills will never be priority. Finally, students will miss every single sub of Arabic language listening skills in their lesson.

The findings are supported with findings of item 5 indicated high mean scores related to a big number of teachers' respondents that they stated reading comprehension skills are more important than Arabic language listening skills. According to Schultz (2003), misconception among teachers on particular aspect will bring an impact on teacher planning, including teaching techniques. As for the teacher that believes the misconception Arabic language listening skills can be acquired with the reading skills practices. Hence, they will plan the lesson based on their misconception. In the meantime, they practically will never take action based on the listening skills separately and definitely they will focus on reading skills.

The results also demonstrated that teachers' respondents had misconceptions that Arabic language listening skills can be acquired while facing the process of

Arabic teaching and learning. This is shown in high mean scores on item 1. The study also found equal to the mean score on item 2 which is teachers do not require training listening skills, specifically in the classroom. In the same time, this indicated that teachers' respondents believed Arabic language listening skills can be controlled indirectly in Arabic class and these skills does not need to be trained specifically. In this context, Helgesen and Brown (2003) see this as a different view, although effective listening skills cannot be mastered spontaneously in class. However, listening skills need to be trained effectively. More obviously, this misconception will give a full blast of impact on the teaching techniques of Arabic language listening skills. Based on these findings, teachers' conceptions about listening skills need to be strengthened well. The reason is teachers' respondents consider that listening skills can be controlled indirectly and special training is not supposed to be given separately. This conception is one of the misconceptions that can affect the proficiency in Arabic language listening skills among students. Thus, teachers did not emphasize the Arabic listening. These are the aspects that need to be rectified about conception among teachers:

- Arabic language listening skills should be given isolation in specific training, indeed without specific training listening skills will be useless
- Arabic language listening skills is not totally passive skills; it is an active skills that considered as speaking, reading and writing
- Listening skills is the catalyst that fits perfectly as catalyst to develop proficiency in speaking, reading and writing

Alternatively, for those who not have Arabic language background education. But intent to be Arabic language teachers, they should be trained in-service course with step by step which is specialized in teaching of listening skills in the class room. Rahimi (2005) reported that on a situation where many teachers, especially those are in school who have an Islamic education background instead of Arabic language background. However, teaching profession is the only profession that allows peoples who do not have professional qualifications (Sadker and Dan Zittleman, 2007). In fact, this affected the process of training in Arabic language listening skills because untrained teachers are not revealed to the techniques of teaching listening Arabic. In order to solve this problem, these are few recommendations for treatment misconceptions among teachers about Arabic language

listening skills: Invite experts in teaching Arabic language for short courses to improve the proficiency of teaching Arabic language listening skills; prepare a book that guides to an effective teaching which is focuses on Arabic language listening skills that need to be followed by the Arabic language teachers. This was been done by Sini that they have provided a detailed step by step guide as a manual to teachers. For those teachers who do not have proper training, they can use this guide to organize teaching plan in Arabic language class.

CONCLUSION

From the foregoing analysis and discussion, misconception of listening skills among teachers could affect the process of teaching and learning of listening skills. Consequently, this will give an effect also on the students' listening skills in Arabic language whereby students are not well-trained in Arabic language listening skills. Eventually, lack of listening skills also will delay the acquisition of others language skills such as speaking, reading and writing.

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