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(28)

(%37.1)

(%15.9)

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"Simultaneous Listening and "

Reading, SLR"

"Listening"

(Carter, Bishop and

"Spoken"

(Vacca,

Kravits, 2000)

. Vacca and Grove, 2006)

(Moore, 2005)

"Hearing"

(Guth and Pettengill, 2005)

"Attending"

(Harp and Brewer,

2005)

(Listening Centers)

"Nonverbal"

"Verbal"

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(

"Group Discussions"

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"Understanding"

"Remembering"

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.2009/1/6

2008/2/13

/

) "Stages" (Carter et al., 2000)

("Selective" "Interpretation"

"Evaluation"

(Roe, Smith and Burns, 2005) "Reaction"

Verbal " "Signposts

... :) "Marginal"

(... :) "Interpretative"

:) (... "Evaluative"

(... .. :)

.(.. "Styles of Listening" (Sokolove, Sadker and Sadker, 1986)

"Text Structures" "way"

(Block, Gambrell and Pressly, 2002) "Two-way"

."Expository" "Narrative" "Empathic"

"Active Listening"

"Descriptive" (Sternberg and Williams, 2002)

"Sequential"

"Cause/Effect" /

"Comparison"

Problem " "Poor Listening" (Moore, 2006)

"and Solutions" "Bad Listening Habits"

(Block et al., 2003) "Pseudo"

(1) .
 .(Zwiers, 2004)

(1)

.. ..			
..) (
..			(/)
..			
..			

(Gregg and Sekers, 2006)

"Visual" •) ()
 ... (

(1)

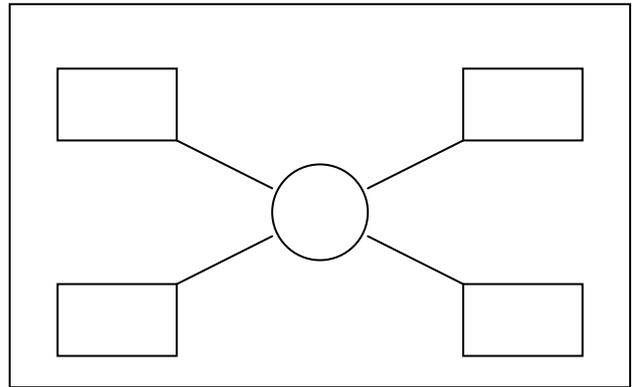
"Graphic Organizer"

:

"Language Experiences"

:

(Herrell, 2002)



(1)

(Johns and Breglund, 2002)

(Greeno and

Hall, 1997)

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)-(1999 2006 2006

(180)

" "

(Carver, 1998)

(135)

()

(1997)

(1476)

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)

(

(28)

(22)

(2)

(1989)

(2)

28	7	14	7	

"Content Analysis"

(1985)

(Best and Kahn, 2006)

((1))

(Zwiers, 2004)

(426)

(4)

: " "

(3)

% 14		% 16		56	
%25	14	%28.6	16	56	
%10.1	9	%34.8	31	89	
%15.8	6	%55.3	21	38	
%15.8	29	37.1	68	183	

(4)

7	-	1	1	-	1	4	
16	-	1	1	2	5	5	
7	-	3	1	-	2	1	
28	0	5	3	2	8	10	

(5)

68	-	15	10	4	15	24	
100	0	22	14.7	5.8	22	35.3	%
29	-	7	3	2	6	11	
100	0	24.1	10.3	6.9	20.7	37.9	%

(4)

(10)

(4)

(8)

)

(

(Afflerbachn, 2007)

(5)

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(3)

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(1997 1999 2006

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(Reutzel, Camperell and Smith, 2002) (5)

(5)

) (%35.3)

((%22)

(%37.9)

(%20.7) (%24.1)

4

(%6.9) (%5.8)

"Listening Comprehension"

(14)

(6) (9)

" "

37.1) %52.9
(15.8

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Listening Texts Included in Arabic Language Curriculum for the Upper Basic Stage in Jordan: Levels and Text Structures

*Majed Harb**

ABSTRACT

The aim of this study was to investigate listening levels and structures of listening texts included in Arabic Language Curriculum for the upper basic stage in Jordan. To achieve this aim, content analysis was used, that is (28) text for 8th, 9th and 10th grades were analyzed. Results revealed that (37.1%) of listening questions were concerned with interpretative listening, meanwhile only (15.9%) of them were concerned with evaluative listening. As for structures of listening texts, the dominant structures were the narrative and descriptive. It is recommended that text structures be varied so as to give listening levels their due considerations.

Keywords: Listening Skill, Listening levels, Listening Texts, Text Structures.

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