

Critical Listening: Teacher Language Awareness (TLA)

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Abstract

Critical listening is the most important part of learning. Teachers have the responsibility to improve critical thinking skills through the learning process in the classroom. Critical listening plays a major role in (1) training students to perform aspects of critical thinking skills, (2) disposition, (3) and communicating ethically and properly. Teachers with these responsibilities need to be focused and have a TLA. With TLA, students will acquire critical listening in a natural way. TLA can be done with analogies, expressions, and illustrations. These three things are a form of PCK realization. By understanding the critical listening procedure, the teacher identifies the TLA that is carried out as part of the PCK. Basically, we can't ignore that TLA is the key to students' success in managing their mindset and way of communicating. The higher the TLA, the more opportunities for students to practice critical thinking skills and dispositions.

Keyword: *Critical listening, Teacher language-awareness, Pedagogical Content-Knowledge*

It is as important to listen critically as it is to read critically. Critical listening is a process for understanding what is said and evaluating, judging, and forming an opinion on what you hear. The listener assesses the strengths and weaknesses of the content, agrees or disagrees with the information, and analyzes and synthesizes material as written on the Writing and Communication Center website, University of Waterloo. So far, without us knowing it, listening gets a large portion of our lives without getting recognition. The impact of critical listening is tremendous, but it is never discussed as a major aspect. The low understanding of intent and perception skills is one of the effects of weak critical listening.

The definition of critical listening develops into two thoughts. First, as a listening activity with related tasks requiring analysis, synthesis, and evaluation; second, as a listening activity through context means using careful, systematic thinking and reasoning to see whether a message makes sense in light of factual evidence. provide responses through procedures to understand the meaning of the conversation and the implied message. Morris (1987) Students can be taught to analyze the evidence or ideas of others and make critical judgments about the validity or quality of materials presented, using a series of steps involving student and teacher critiques of student speeches. Working with an evaluation form, students begin by analyzing their classmates' first assignment (informative speeches), listening for progressively smaller elements of this type of rhetorical act.

The two have a relationship. There are differences in the implementation. The first type is the demand for listening learning which is part of intensive listening. The second type is the task of understanding discourse in a broad context. This is needed in forensic linguistic studies or critical discourse analysis to uncover abuse of power. In essence, every human being needs critical listening activity. Wuryaningrum (2019) listening critically requires higher order thinking and skills with the ability to rationalize and draw conclusions. Therefore, critical listening requires the ability to construct information. Critical listening skills have a major impact on the ability of all material subjects (Ferrari-Bridgers, Stroumbakis, Drini, Lynch, & Vogel, 2017). That is, if the critical listening ability is good, then the general ability is also good. This shows that critical listening is very important.

Boyd's opinion (2005) is a broader opinion than the two definitions above. He said that critical listening refers to a broad set of listening comprehension skills, including listening for basic understanding, for the organization or a rhetorical structure, and for inferential or pragmatic understanding. He also mentioned that critical listening is very important for student language acquisition, especially for speaking, as well as effective use in academic and professional settings. Furthermore, Floyd (2005) describes critical listening as an activity to understand what is beyond the text by analyzing six speeches presented by President George W. Bush. These speeches provide an extended example of the use of a rhetorical technique, associational juxtaposition, in which President Bush gives the

impression of a connection between Saddam Hussein's Iraq and the 9/11 attacks on the Pentagon and the World Trade Center by al-Qaeda. This is where critical meaning develops in a broader understanding of the context. The wider the understanding of the context, the wider the ability to provide critical responses. Let's understand this opinion to get wider benefits from critical listening.

Critical Listening, What Make it Critics?

Ennis, 1989; Zoller, Ben-Chaim, Ron, Pentimalli, & Borsese (2000) explain that our ever-changing and challenging world requires students, our future citizens, to go beyond the building of their knowledge capacity. They need to build critical thinking skills such as critical thinking systems, decision making, and problem solving. Higher order thinking skills can also be explained from the word cognitive skills. What really needs to be there is to facilitate students to carry out knowledge transition activities to responsible activities, regardless of their particular future role in society. These two things, critical thinking and responsible attitude in every situation, are needed to base their attitude on a rational frame of mind.

Facione (2000) details the heart of critical thinking: the cognitive skills of analysis, interpretation, inference, explanation, evaluation, and of monitoring and correcting one's own reasoning. That is the main part and to make it happen, it takes disposition. The opinion of Facione (2011) is fundamental that can help us understand the transition. Critical thinking is divided into two components, namely critical thinking skills and critical thinking disposition. Critical thinking skills are intellectual aspects of critical thinking, while critical thinking disposition is a tendency to always use an attitude to think critically. Ideally, a critical thinker must have the ability and disposition to think critically. According to Katz (2006), disposition is a tendency to behave consciously, frequently, and voluntarily that leads to the achievement of certain goals. These behaviors include self-confidence, persistence, curiosity, and flexible thinking.

Chang, Colón-Berlingeri, Mavis, Laird-Fick, Parker & Solomon (2021) define a disposition as a set of preferred attitudes with the ability to allow these preferred attitudes to emerge in a certain way. Abrami, Bernard, Borokhovski, Wade, Surkes, Tamim, & Zhang (2008) state that disposition is an important part of critical thinking because if someone is able to think critically but does not want to use thinking skills, then he is not considered a critical thinker.

Based on the opinions of some of these experts, it can be concluded that disposition is a tendency or habit to think in a certain way/condition before doing something. In essence, what makes critical is the process and part of the critical aspect and attitude to be responsible as the realization of critical thinking. In critical listening, analysis and evaluation are part of the activity. Dispositions that are realized in an objective attitude, positive thinking, and motivated during the listening process are things that support critical listening.

Let's observe the critical listening activity mentioned by Lundsteen (1966). In the explanation, ways to teach critical listening can be developed, namely (1) recognizing the difference between facts and opinions, (2) uncovering assumptions, (3) being open to new ideas, (4) relying on reason and common sense, (5) relate new ideas to old ones, take notes, (6) listening ethically. These steps indicate that there are two aspects, namely critical thinking skills and critical thinking dispositions. An open, ethical, and objective attitude is part of the disposition. So, what makes critical listening is a task that makes students conclude through aspects of critical thinking and disposition that will help them become critical personally. Therefore, it is clearer now, the position of critical listening as a skill is not just knowledge.

Critical Listening and TLA

Andrews (2008) pioneered the theory of Teacher Language Awareness (hereafter TLA). TLA is the basic concept of how all teachers are aware of the thinking process, not just conveying. He said that TLA is 'the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively'. The use of language, in this case, becomes very important when we relate it to critical listening. Every student will be critical and they are critical. Therefore, they need a teacher who becomes a figure to bring up critical thinking skills and those who have always listened critically will have their needs met in learning. That's way TLA is so important.

Research by Bourdeaud'hui, Aesaert, & van Braak (2021) shows a correlation between metacognitive awareness, intrinsic and extrinsic listening motivation, and L1 primary school students' critical listening skills. It shows that thinking procedures and self-motivation and environment play a major role in increasing desire and increasing critical listening skills. The interesting thing about this statement is the metacognitive problem. Thinking techniques or thinking procedures can be sought to acquire a way of thinking. It is the teacher's responsibility to provide training to students. Teacher language awareness is one way to increase metacognitive awareness.

Critical Listening as Pedagogical Practice in TLA

The teacher's ability to communicate has a positive effect on learning motivation. Critical listening can foster a disposition in critical thinking. This happens because the points of critical listening activity, namely using common sense, understanding fact and opinion information, minimizing assumptions, and being open to new ideas are important parts that build disposition.

Critical Listening as PCK

Pedagogical Content Knowledge (PCK) was first introduced by Lee Shulman in 1986 and a group of researchers collaborated on the Knowledge Growth in Teaching (KGT) project. The focus in this project is on studying a broader view of the model for understanding teaching or learning. The KGT project learns about how new teachers learn new understandings of the material, and about new ways of understanding how they teach. The results of the KGT research state that PCK means knowledge of 3 knowledge based on the teacher's practice, namely subject matter knowledge, pedagogical knowledge, and knowledge of context (Miranda, 2008). In this case, subject matter knowledge and knowledge of context are in line with content knowledge.

Pedagogical Content Knowledge (PCK) can be sliced into Content Knowledge (C) and Pedagogical Knowledge (P). In other languages, the government explains the competencies that must be mastered by teachers in PP no. 74 of 2008 in Indonesia, namely pedagogical competence, social competence, personality competence, and professional competence. Of the four competencies, there are some similarities with the content of pedagogical knowledge and content knowledge.

PCK is described as a collection of skills that help one transfer: "the way the ways of representing and formulating the subject that make it comprehensive to others; an understanding of what makes the learning of specific topics easy or difficult; the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons". This expression means that PCK is a way of representing and formulating a subject so that the subject (material) can be understood thoroughly.

PCK deals with the way teachers relate their subject material knowledge (what teachers know about what they teach) with their teaching knowledge (what teachers know about teaching) and the rationale for integrating subject material knowledge into the learning process. In critical listening, PCK can be carried out optimally through the steps of compiling logical thinking by expressing analysis and evaluation.

Overcome Critical Listening Problem Through TLA

Basically, critical listening is the responsibility of all teachers, regardless of the material subject. Critical listening is a matter of strengthening critical thinking skills from what is being listened to. Therefore, the critical listening problem is a problem for all students in all subject matter. In the language subject, critical listening is trained to create good communication patterns in conveying ideas from what is being listened to.

Teaching Critical Listening is easy if we have a definition of the process we are doing. But making learning activities a field for critical listening is something that needs to be done through TLA. Several avenues of teacher behavior can be taken to provide critical listening opportunities. Critical listening is part of intensive listening activity because it has a high level of concentration for perception (Brown, 2004). Therefore, the perceptual ability must be supported by the ability to understand rhetoric and conversational intentions (pragmatics).

TLA is therefore very closely linked to the more generic construct of pedagogic content knowledge, or PCK (Brophy, 1991). Turner-Bisset outlines a model of PCK as an amalgam of all the interacting knowledge bases that underpin expert teaching. TLA is concerned with a subset of those knowledge bases: specifically, substantive and syntactic subject knowledge i.e., "knowing that" and "knowing how" and beliefs about the subject (Ryle, 1949 in Andrews, 2007). This is in several components referred to as declarative and procedural knowledge. TLA has been proposed as a major subcomponent of PCK rather than as a synonym for the language teacher's PCK because of its specific focus on the subject matter and also because of the uniqueness of the process of language teaching in which language is taught through language.

In this article, critical listening and PCK can be achieved by the teacher's actions through activities that are part of the TLA. There are also activities that teachers can do to support critical listening in the classroom are the following alternative actions.

Analogy

Analogies are characterized by the use of metaphors. Kuta (2008) describes the use of metaphors or known as the method of formulating metaphors, which is an appropriate method for reading and understanding social science texts. This concept is based on the principle of analogy which states that everything is always in comparison and can be equated with other things. Verbal analogies provide space for students' imagination and prepare to find new ideas from what they have heard. The analogy and its representation can be seen in the following table.

Analogies	Representations
Work well together like a bee that does its job properly	The concept of working together and being responsible
Human maturity can be studied from the development of thought; growth can be observed from the height and weight.	Differences in maturity and growth
The same beverage will have different prices if sold in different places.	Environment determines human quality

Glynn (2004) states that analogy is a comparison between two concepts. Familiar concepts are called analogues and unfamiliar ones are called targets. Both analog and target have features which are also called attributes. Verbal analogy refers to the teacher's efforts to use the repertoire of languages, especially regional languages to make it easier for students to grasp the intent and meaning of the material presented. Visual analogy refers to the physical similarities or comparisons of objects or things that appear.

Expression

The expressions found in this study are the expressions that the teacher chooses regarding to be paralleled with the material. These expressions are general expressions relating to references. Through expressions, everything will be easy to remember because there are specific things that have been heard. Reading material about natural phenomena and social phenomena can be easily remembered if there are special expressions used by the teacher and are said repeatedly. Understanding of social behavior and attitudes can be explained by common expressions, language as a means of social control, ethics and aesthetics, and logic. Euphonic terms or easy to hear and remember will improve understanding and longer memory.

Illustration

Illustrations are used to describe the situation, presuppose, and provide space for students to understand the concept, method, and meaning of information from other aspects. Illustration is the teacher's effort to strengthen the visual description he conveys. In fact, the teacher uses illustrations to make it easier for students to understand the context of multiplication..

In class, students get an illustration of the entry of germs into the body through nails. The process illustrated by germs will be easy and comfortable to live in long nails. Long nails in the context of the speech are illustrated as a comfortable place to live for germs and bacteria. The link between sentences that shows the conditional is the word if. Teachers can make illustrations directly by mentioning themselves as experienced people. In this context, the teacher as a subject shows the events and phenomena that occur in his life.

Illustrated speech according to Sevarkodiyon and Parimalafathima (2014) is the main thing that can build understanding, especially in the field of science. This not only makes students better understand objects, but also improves communication skills in interpreting a concept. Illustrations can be realized with pictures, diagrams, and descriptions of speech with imaginative details or descriptions of other phenomena. In the social field, illustrations can be developed with examples that actually occur in society. Hannus and Hyönä (1999) explained that there was an increase in students' understanding with illustrated speech by the teacher.

Conclusion

The three steps above are analogies, expressions, and illustrations as alternatives to increase TLA in learning while supporting critical listening activities in general. Higher order thinking and skills through critical thinking and disposition elements can be done by increasing TLA. By analyzing and concluding, students can practice critical thinking. Through TLA, students will build a personality that has a disposition to think critically. With TLA, the aspects and components of PCK can be achieved by teachers. Basically, we can't ignore that TLA is the key to students' success in managing their mindset and way of communicating. The higher the TLA, the more opportunities for students to practice critical thinking skills and dispositions.

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