

**LISTENING WORKSHOP
UNIVERSITY OF DELAWARE
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A CITY OF CIVILISATIONS

1- WARM-UP DISCUSSION:

- What places of civilization did you visit?
- Did you visit a city of different civilizations? Where?

2- FIRST LISTENING:

This is a tour around historical places in Assiut City. We're going to have brief idea about sequences of three civilizations.

3- SECOND LISTENING:

- By whom, and when was the Religious Institute built?
- The monasteries in Assiut governorate are
- Look at the map and fill in the missing places.

4- VOCABULARY AND PRONUNCIATION:

- Thriving - dynasty - antiquities - chiseled

5- FOLLOW-UP:

In groups write a few sentences about historic places you visited. Then a spokes person read it aloud, others listen.

TEACHING LISTENING USING MEDIA

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half of their communication time listening and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

STRATEGIES FOR DEVELOPING LISTENING SKILLS

Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening.

LISTENING STRATEGIES:

They are techniques or activities that contribute directly to the comprehension and recall of listening input.

Top-down strategies (listener based) include	bottom-up strategies (text based) include:
* listening to the main idea	* listening for specific details
* predicting	* recognizing cognates
* drawing inferences	* recognizing word-order patterns
* summarizing	

DEVELOPING LISTENING ACTIVITIES

If you design listening tasks, keep in mind that complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to train should be success-oriented and build up students confidence in their listening ability.

CONSTRUCT THE LISTENING ACTIVITY AROUND A CONTEXTUALISED TASK

Contextualized listening activities approximate real-life tasks and give the listener an idea of the type of information to expect and what to do with it in advance of actual listening. A beginning level task would be locating places on a map (one way) or exchanging name and address information (two way). At an intermediate level students could follow directions for assembling something (one way) or work in pairs to create a story to tell to the rest of the class (two way)

REFERENCES:

“Listening in a foreign language” by Ana Maria Chwartz, in (Grace Stovall Burkart, ed.; Washington, DC: Center for Applied Linguistics, 1998). And Barbara Gillette. English Language Institute.