

Songs

One of the best ways of getting a child to listen carefully to sounds is during the music lesson. You can sing a song and ask children to repeat it after you.

Musical bottles

Get some bottles of the same size and shape, like soda bottles, and put different quantities of water in each. Then stroke these bottles, each at a time, with a stick. Each bottle will sound a different note.

What is it game?

Ask children to close their eyes. Make a series of familiar sounds. Then ask children to guess what the sounds are. Some examples of sounds that can be made include: bouncing a ball, striking a match, stirring a spoon in a cup, dropping a coin, putting water in a bottle etcetera. This game can also be done with sounds recorded on a tape recorder.

Odd-one-out-game

Call out a series of words with the same first letter and one with a different first letter, for example *tail, dig, cup, dog, and door*. Ask children to point out the odd one out.

Where am I game

Have children stand in a circle. Put one child in the centre with his or her eyes covered. Have children in different parts of the circle call out, in turn, "Where am I?" The child in the centre points to where he or she thinks the voice is coming from. This game helps children to identify the direction of sound. It can also help the teacher to identify a child with hearing problems.

Auditory memory skills

These skills have to do with being able to remember what one has heard. Most of the activities above also involve remembering what one has heard. A few other activities include:

Activities for Auditory Memory

and experienced is in a better position to evaluate ideas and what he hears will be more meaningful leading to better listening ability.

- b) ***Emotional and social adjustment:*** Children who are pre-occupied with personal feelings are less able to concentrate on outside stimuli. Well adjusted and secure children have less emotional distractions and are better listeners. A child's other needs, particularly emotional and physiological needs should be catered for before a child is involved in a listening task.
- c) ***Environment:*** Pleasant surroundings that are reasonably free from distractions make listening easier. Noise from outside or inside the classroom mask or crowd out the sounds children are trying to attend to. Excessive movement and physical discomfort can also create distractions and make listening difficult.
- d) ***Level of difficulty of the material:*** Listening to easy materials holds little challenge for the listener. Listening to new ideas or old ideas presented in a new way encourages listening. At the same time, material that is beyond comprehension diverts attention for example a speech based on a professional jargon that is full of technical terms will not be comprehensible to the listeners. For effective listening, the listening content or material should be appropriate to the children's experiential background and level of cognitive development.
- e) ***Speaker's voice and delivery:*** A well modulated voice suggests that the speaker has something interesting to say and invites listening. On the other hand hesitation, repetition and monotonous voice hinder good listening. The teacher's voice is the most dominant voice in the classroom. S/he should therefore use a pleasant voice that is pleasant and encourages listening.

General Barriers to Listening

In this sub-topic I encourage you to identify the barriers to listening that are most common in your learning institution. This can be where you serve if already working or where you are studying for those in pre-service course. Categorize them as follows:

- a) Emanating from the listener
- b) Emanating from speaker
- c) Emanating from care of environment
- d) Naturally occurring that man has limited control