Assignment for Wednesday, 11/12:  
Discussion Questions for Kate Covington article

Be prepared to discuss in class:

1. What factors contribute to students’ dislike of aural comprehension courses?

2. How does brain research contribute to development of aural skills? What has been learned that is valuable?

3. Why should aural training begin with the perception of musical structure?

4. What are some unconventional activities you can think of that would enhance aural skills training (the conventional activities being sight singing and dictation exercises, and exercises consisting of isolated musical elements)?

5. The Language Skills Grid

<table>
<thead>
<tr>
<th></th>
<th>receptive</th>
<th>expressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>aural</td>
<td>listening</td>
<td>speaking</td>
</tr>
<tr>
<td>written</td>
<td>reading</td>
<td>writing</td>
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</tbody>
</table>

In acquisition of new language skills, receptive skills (learning to understand the new language when it is presented to you as a stimulus) are learned first and expressive skills (creating a stimulus in the new language) are more difficult and learned later. The first skill to be acquired (in adults) in learning a language is written receptive (reading). Next to be acquired is aural receptive (listening) and written expressive (writing). Aural expressive (speaking in the new language) is the most difficult skill to develop.

What relevance does this have to aural skills development?