

Teaching listening at the tertiary level in blended and/or blending environments

Abstract:

Teaching and learning in an academic environment requires both holistic and integrative approaches. In addition to new curricula and adjustable learning strategies, which a new student-teacher paradigm strongly supports, modern realities continuously integrate the presence of technology, in its broader sense, and technological artefacts, from a more personalised perspective. This paper puts forward a manifesto for the awareness of the dynamic relationships, which need to be woven between the environments in which learners live, work and activate, both personally and professionally. Teaching experience has proved that the skill of listening is usually neglected and only given attention after speaking and writing. This research study was conducted on a group of full-time students studying at a Food Engineering Faculty in Romania. Its aim is to create a preliminary frame of the difficulties and challenges students encounter while practising listening in a foreign language in various environments.

Keywords: *ESP; Listening; Environment; Blending; Community; Ecological approach.*