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Tony Lynch University of Edinburgh Slide 1: Title ... surprising that listening has such a low profile in the literature on second language acquisition. ... remember that the current notion of noticing in SLA originated in a study of informal listening, by Schmidt and Frota (1986).

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A guide for the teaching of second language listening, David J. Mendelsohn, Joan Rubin, 1995, Language Arts & Disciplines, 236 pages. . Listening in Action Activites for Developing Listening in Language Teaching, Michael A. Rost, 1991,, 162 pages. . Study Listening A Course in Listening to Lectures and Note Taking, Tony Lynch, Oct 14, 2004,

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Listening - Anne Anderson, Tony Lynch - Google Books

"Listening is hard work, and deserves more analysis and support". This article focuses on the skill of listening, its sources, skills and strategies. Even in one's first language one may encounter difficulties in understanding speech, including internal factors such as emotional distraction or toothache, or lack of interest in the topic, or negative reaction to the speaker, or having to ...

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In Listening, the authors provide a much-needed perspective on the subject and include material from their own recent work in comprehension task design. ... Tony Lynch is at University of Edinburgh Centre, Adelaide. Anne Anderson is at University of Glasgow. ... Foreign Language Study / English as a Second Language Language Arts & Disciplines

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Professor Tony Lynch, Personal Chair of Student Learning (English for Academic Purposes), presented his inaugural lecture entitled "The Importance of Listening to International Students". Download Listening, Anne Anderson, Tony Lynch, Oxford ...

Study Listening is a course for students who need to understand spoken English used in lectures, talks, seminars and presentations. It is suitable for students attending specialist courses given in English, and for professionals who need to understand spoken English in their careers.

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The last two articles concentrate on academic listening. Tony Lynch deals with second language in seminars and the demands they make on listeners, which may hinder communication. He suggests that students should be encouraged to voice their difficulties so as to [-2-] re-orient the discourse.

SECOND EDITION STUDY listening - Assets

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