



Listening Myths: Applying Second Language Research to Classroom Teaching

By Steven Brown

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This volume was conceived as a "best practices" resource for teachers of ESL listening courses in the way that *Vocabulary Myths* by Keith S. Folse (and *Writing Myths* by Joy Reid) is one for reading and vocabulary teachers. It was written to help ensure that teachers of listening are not perpetuating the myths of teaching listening.

Both the research and pedagogy in this book are based on the newest research in the field of second language acquisition. Steven Brown is the author of the *Active Listening* textbook series and is a teacher trainer.

The myths debunked in this book are:

§ Listening is the same as reading.

§ Listening is passive.

§ Listening equals comprehension.

§ Because L1 language ability is effortlessly acquired, L2 listening ability is too.

§ Listening means listening to conversations.

§ Listening is an individual, inside-the-head process.

§ Students should only listen to authentic materials.

§ Listening can't be taught.

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Editorial Review

Review

Steven Brown's *Listening Myths* has won the College English Association of Ohio's 2014 Nancy Dasher Award. The qualifications for the award are:

- The book must be scholarly.
- The book must include high-quality research work.
- The book must provide an original contribution to the field.
- The author must live and work in Ohio.
- The book must be peer-reviewed.
- The book must be published by a reputable university press.

Steve Brown, Professor of English at Youngstown State University, is also the co-author of **Second Language Acquisitions Myths** (same series) and the recently published Third Edition of **Understanding Language Structure, Interaction, and Variation**.

(College English Association of Ohio 2014-03-20)

About the Author

Steven Brown is Fellow at the Institute for Biomusicology at Mid Sweden University, Östersund.

Users Review

From reader reviews:

Leticia Simmons:

Do you have something that suits you such as book? The e-book lovers usually prefer to select book like comic, short story and the biggest example may be novel. Now, why not trying Listening Myths: Applying Second Language Research to Classroom Teaching that give your pleasure preference will be satisfied through reading this book. Reading practice all over the world can be said as the opportunity for people to know world much better than how they react in the direction of the world. It can't be said constantly that reading practice only for the geeky man but for all of you who wants to always be success person. So, for every you who want to start studying as your good habit, you may pick Listening Myths: Applying Second Language Research to Classroom Teaching become your own starter.

Raymond Levine:

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Jonathan Flannagan:

Within this era which is the greater person or who has ability in doing something more are more treasured than other. Do you want to become certainly one of it? It is just simple way to have that. What you have to do is just spending your time not much but quite enough to possess a look at some books. One of the books in the top checklist in your reading list is Listening Myths: Applying Second Language Research to Classroom Teaching. This book that is qualified as The Hungry Mountains can get you closer in getting precious person. By looking upwards and review this book you can get many advantages.

Matthew Gregg:

What is your hobby? Have you heard this question when you got scholars? We believe that that query was given by teacher to the students. Many kinds of hobby, Everybody has different hobby. And also you know that little person such as reading or as examining become their hobby. You have to know that reading is very important as well as book as to be the matter. Book is important thing to include you knowledge, except your teacher or lecturer. You see good news or update regarding something by book. Amount types of books that can you take to be your object. One of them is Listening Myths: Applying Second Language Research to Classroom Teaching.

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