ABSTRACT

The main purpose of the present study is to investigate the effects of text type on Taiwanese college English majors' listening comprehension. After reviewing a number of studies, it is understood that text type of listening stimuli and listeners' proficiency can affect listeners' listening comprehension (LC) and cause listening difficulties. Moreover, distinct results still remain in the text type of listening stimuli. Therefore, it is necessary to explore the effect on the text type further in order to provide a consistency in this issue. The subjects chosen for this study were 93 English majors from freshmen, sophomores, juniors and seniors of a university in central Taiwan. This study adopted quantitative methods to collect data. The instruments consisted of a listening proficiency test of online learning and testing GEPT website of a university, a listening comprehension test and a listening difficulty questionnaire. The findings of the study were summarized as follows: (1) college English majors comprehended significantly more while listening to the dialogue rather than the monologue, (2) effective listeners understood equally while listening to the monologue and dialogue and so did less effective listeners, (3) in the top ten listening difficulties of the listening difficulty questionnaire, students had listening difficulties while listening to the monologue in fast speed, unknown idioms and slang, insufficient pauses, lengthy content and so forth. Meanwhile, students had listening difficulties in linking sounds, insufficient pauses, fast speed, stress and so on while listening to the dialogue. Based on the major findings, some pedagogical implications were provided: (1) language teachers can offer more monologues for listening inputs, (2) if students' listening proficiency is quite the same in a class, EFL teachers can provide as many different types of listening texts as possible to enhance students' LC, (3) English teachers can teach students listening strategies to reduce learners' listening difficulties.

Keywords : text type ; monologue ; dialogue ; listening difficulty ; listening comprehension
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CHINESE REFERENCES

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