

# 台灣學生英語聽力困難-以新多益聽力測驗做為探討

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## 摘要

本論文主要透過新多益聽力理解測驗探討台灣EFL學習者之聽力困難。文中實驗主要以一所位於台灣中部大學之英美語文學系的四個年級學生(大一、大二、大三、大四)作為受測對象,共120位(每年級30位)。每位受測者均接受約45分鐘的新多益聽力理解測驗,在聽力測驗結束後,立刻填寫一份關於他們的聽力困難(awareness of their own listening difficulties)之調查問卷。受測者的聽力成績分析顯示受測者在聽取需要推理與細節資訊時(inference making and details memorizing)明顯表現較差。另一方面,受測者的聽力困難問卷調查結果顯示,與實際聽力表現呈現不同的方向,台灣EFL學習者深信造成他們聽力困難的主因是來自字彙聽取與辨別字音(lexicon and recognizing individual sounds)。最後本論文研究者比較這兩個研究的結果並從語言學觀點做更深入的探討。

關鍵詞：聽力推理、細節記憶、聽力困難醒悟、聽力表現、相似音詞、大意詮釋

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