

文類對臺灣英語系大學生聽力理解之影響

黃姿樺、倪淑芳

E-mail: 9601308@mail.dyu.edu.tw

摘要

本研究主要在探討文類對臺灣英語系大學生聽力理解之影響。參考眾多聽力相關文獻後，了解文類及學習者聽力能力確實影響聽力理解，並造成聽力困難。此外，由於目前在文類研究上仍有不一致的結果，因此需要進一步的探討。本研究的參與對象為中部某一大學英美文學系一到四年級93位學生，並採用量化研究方法收集相關資料。研究工具包含線上全民英檢中高級模擬測驗、聽力理解試題以及聽力困難問卷。本研究結果顯示：(1)英美文學系學生聽對話的理解顯著比獨白高，(2)聽力程度好與聽力程度低之學生分別在聽獨白和對話文類上沒有顯著性差別，(3)在前十名聽力困難裡，獨白造成學生的聽力困難有說話者速度快、不熟悉的慣用語和俗語、停頓不足、內容長...等。對話造成學生的聽力困難有連音、停頓不足、說話者速度快、不熟悉句子裡字的重音...等。根據以上結果，此研究對於文類在聽力教學上有以下建議：(1)教師可給予較多獨白的聽力機會以提高對獨白的理解，(2)學生聽力程度相當的話，教師可盡量提供不同的聽力文類以促進聽力理解，(3)教師可教導學生聽力策略以減少聽力困難。

關鍵詞：文類；獨白；對話；聽力困難；聽力理解

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