

LEP Student's Listening Difficulties and Strategies

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Abstract

The paper talks about the listening difficulties the low-achieving university students encounter while taking a listening comprehension test. The study involved 227 non-English-major freshmen enrolled in English Lab Classes from a university in Taipei. The participants completed the *Questionnaire on English Learning Background, Listening Strategies, and Listening Difficulties* during class. Descriptive statistics, factor analyses, and multiple regression analysis were used to analyze the data. The findings reveal that lack of proverbs, idioms, and vocabulary are the major problems for the participants to understand the listening text. The participants apply all the ten listening strategies, with some of them receiving more frequent uses than the others. Only two strategies have the negative relationship with their difficulties. Suggestions include increase of vocabulary knowledge, exposure to multiple fields in listening topics and different accents, and application of listening strategies.

Keywords: limited English proficiency, listening comprehension, listening comprehension process, listening strategies, listening difficulties

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