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Abstract
This study investigated the difference of listening process among different proficient listeners in different texts in terms of the use of bottom up and top down approaches by observing the effect change of text difficulty and content familiarity. In addition, the researcher wanted to find out the most efficient way to enhance listeners' comprehension from the text and listeners' factors. The valid sample size was 132 English major students. Two-factor within-subject analysis and regression analysis were used in this study to answer the research questions. The main results of this study were as follows:
1.All listeners used more bottom up than top down approach to comprehend texts.
2.Listeners used more bottom up approach to comprehend texts as their proficiency increased.
3.Text difficulty affected listeners' use of schemata activation in the low and middle level groups.
4.Low and middle level listeners used more top down approach to comprehend texts when the text difficulty was not beyond their linguistic knowledge.
5.High level listeners used both bottom up and top down approaches efficiently in any texts.
6.Unknown words made low level listeners significantly more nervous than high level listeners.
7.Sentence complexity was the most influential factor to predict students' comprehension in the regression model.
Some pedagogical suggestions about time allocation of pre-listen activities, training of bottom up strategy, material selection and ways of modification were provided based on the results of the study.

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