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Author Ping-Hsiu Lu
Author's Email Address No Public.
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Abstract
English listening has become more and more important in the recent years. A person learns a language through listening first, then speaking, reading, and writing. This study focuses on how students learn English listening by using English listening comprehension strategies, and with a lot of theories presented in the study. The researcher does the research on the English listening comprehension strategies used by students, the difference of using these strategies between male and female students, and their English language proficiency level which is evaluated by their IELTS scores.

The subjects in this study are students from many countries who attend pre-sessional courses at Northumbria University. Two research instruments, the ELCSQ and the SBIQ, which contain closed-ended questions and open-ended questions, are used to understand students' English listening comprehension strategy use.

The results of the study show that students try their best to improve their English listening ability, and they think that English listening comprehension strategies are important and helpful for their English listening.

In addition, the listening strategy which is frequently used by those students is social strategy (e.g. " When I encounter unclear items in class, I ask my classmate(s) or teacher to clarify comprehension.") However, there exists no significant difference in strategy use between male and females students. In contrast, there are some differences in strategy use between HPL and LPL students; more LPL students tend to focus on words while listening to English than HPL students, and HPL students feel less nervous than LPL students while listening to English.

The conclusion also presents the difference of strategy use between students who attend pre-sessional courses and who study in Taiwanese college. The results show that both students in UK and in Taiwan use almost the same strategy, which is social strategy. However, there is no difference between male and female students' strategy using in UK and in Taiwan.

Finally, the researcher suggests that English teachers may use language learning strategies to help students improve their English ability.
Advisory Committee Andrew Feeney - advisor

Da-Fu Huang - advisor

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