

THE LISTENING COMPREHENSION DIFFICULTIES OF
CHINESE TERTIARY LEVEL STUDENTS

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ABSTRACT

This study examines the listening comprehension difficulties of Chinese learners of English as a foreign language at the tertiary level by means of two listening comprehension tests that were specifically designed for this paper and administered to 50 students in the English Department of ERWAI (the Peking Foreign Language Institute No. 2). The students' listening comprehension ability is evaluated on the basis of the results of multiple-choice test items, and the students' oral performance in answering questions, all of which have been recorded and transcribed in full. Proceeding from the data and from the theory and practice of language teaching and learning, suggestions relating to this area are discussed.

Chapter 1 introduces the background to the problem, in which some basic facts concerning the teaching of English as a foreign language at the primary, secondary and tertiary levels in China are provided. This serves as a general review of tertiary students' entry behaviour in learning English as a foreign language. In addition, the aims and objectives of foreign language teaching based on ERWAI students' future professional needs are discussed.

Chapter 2 moves to a discussion of the format and procedures of the two listening comprehension tests, followed by the description and interpretation of the test results.

Chapter 3 discusses the nature of the listening process and surveys the listening strategies needed for successful communication.

In Chapter 4, proposals for improving the teaching of listening comprehension at ERWAI are recommended.

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