



The Influence of Topics on Listening Strategy Use for English for Academic Purposes

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Language use strategies

- Metacognitive : planning, monitoring, evaluation
- cognitive : making inferences, elaboration, translation, summarization and resourcing
- test wiseness: using knowledge of test format and other peripheral information

Method used in research

Retrospective interview- participants reported their listening and question answering-process immediately after listening

Questionnaire survey – they chose the most an the least useful strategies



Participants

92 Taiwanese university undergraduates

Majored in Modern foreign languages and Communication Arts

The content ranged from General topics to subject-specific issues

The English proficiency level of participants was B1




Research Results

Differences in strategy use for EGAP and ESAP listening



The most helpful strategies for EGAP listening:





LISTENING TO LECTURES

Michael P.H.
Rodgers and Stuart
Webb

-Exposure to academic life,
adaptation period

-listening in an academic context

-linguistic-non-linguistic sources

-bottom-up processing +top-down
processing=comprehension

- visual images and videos during
lecture

Vocabulary knowledge and lecture comprehension

- -4000 words-95% , 8000 words- 98% coverage, 5000-13000 in medical field
- - the discourse of the lecture/structure/aimed at informing
- -usage of discourse markers/frequency of DM/cultural DM
- -Note taking in lecture



Future research directions

-AWL-fails in
spoken
context-good in
written context

-multimodal
lectures

Research on
teaching
discourse markers



Comprehension question

- Because the proliferation of tablets and notebook computers in the classroom has changed the way that lecture information is recorded, does taking notes using these devices change the quality, type, and amount of notes taken, and does this have implications for lecture comprehension for EAP students?