

# The Effect of Meta-cognitive Strategies Instruction on Listening Comprehension of Iranian Pre-intermediate Female EFL Learners

By

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## Abstract

*The purpose of this study is to investigate whether the instruction of Meta-cognitive strategies has any significant effect on listening comprehension of Iranian pre-intermediate female EFL learners. Thirty pre-intermediate female university students, taking general English courses in a university in Bojnourd were the participants of this study. This study included both experimental and control groups. The participants of the experimental and control groups were 30 and 30 female students respectively at Payame Noor university of Bojnourd. The participants were second-year university students majoring in Accounting. During one semester, they took the listening part of a multiple choice TOEFL test, as a pretest to select the homogeneous samples. After selecting the samples, and eight treatment sessions of the experimental group, another standard (TOEFL) listening test administered to the sample groups to measure the participants' listening comprehension achievement. Based on the findings of a one-way between-group analysis of covariance, the effectiveness of the treatment was confirmed by the quantitative data. The results showed the positive effect of metacognitive strategy on listening comprehension of the experimental group who received treatment.*

**Keywords:** *Meta-cognitive Strategy, Listening Comprehension, Pre-intermediate Female Learners, EFL.*