

# **The Effect of Explicit Listening Comprehension Strategy Instruction on Listening Comprehension Strategy Use of Iranian EFL Learners**

By

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## **Abstract**

*As the Cinderella skill, listening used to be a frowned upon section of any language instruction until recently. By merging listening instruction and strategy instruction, consequently, the present study aims to investigate the effect of explicit strategy instruction on listening comprehension. To this end, 40 intermediate English language learners were selected as the subjects based on their scores on Topnotch Placement Test (Saslow and Ascher, 2006). They were divided into experimental and control groups containing 20 students each. A strategy use questionnaire was administered to both groups. The results revealed that at the beginning of the study both groups had similar listening proficiency level with no significant difference between them. However, after the experimental group received the treatment (systematic instruction in using listening strategies), the scores obtained from the pre and posttest revealed that students who received strategy instruction in listening improved significantly over those who did not receive any such training. So, it can be concluded that explicit listening comprehension strategy training lead to higher level of listening proficiency in the target language. The results would have implications for teachers, material writers, and syllabus designers in addition to English language learners.*

**Keywords:** *Listening strategy, strategy instruction, explicit and implicit knowledge*