

The Effect of Interactive Listening Strategy Training on Iranian Intermediate EFL Learners' Conversational Ability

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Abstract The main purpose of the present study was to investigate the effect of training interactive listening strategies on EFL learners' conversational ability. To that end, 32 Iranian Intermediate students of Safir English Language Academy Rasht, Iran were selected out of a pool of 70 students based on their results in SPT test. They were divided into the experimental and the control group; each group contained 16 learners who attended 20 sessions of an integrative English course during a semester. Then a test of speaking was administered to both groups as the pre-test to assess their initial ability of conversation and ensure their homogeneity. Only the students in the experimental group were trained interactive listening strategies during the sessions and the students in the control group were not exposed to such strategies. Finally, in order to discover the effect of treatment both groups participated in another speaking test as the posttest and a t-test was run on obtained data. The results indicated that the experimental group which received interactive listening strategies as treatment performed significantly better than the control group which was not trained such strategies. The result of paired samples t-test also showed that the students in the experimental group made more progress than students in the control group in the posttest. Therefore, training interactive listening strategies proved to have a positive effect on second language conversational ability of participants in this investigation.

Keywords : language conversational ability of participants in this investigation.

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