On the Effect of Pre-listening Vocabulary Training on the Listening Comprehension of Discipline-Specific L2 Texts among Iranian Intermediate Level EFL Learners

Parvaneh Paydari*,

Abstract This study was designed to investigate the effects of pre-listening vocabulary training on listening comprehension of discipline-specific L2 texts among Iranian intermediate level EFL learners. To this end, 27 female learners ranging in age 18 to 20, who were studying at Soroush English Institute, were ed based on their performance on QPT. The purpose of QPT was to homogenize the participants on their proficiency level. The participants were assigned to treatment and comparison groups. The Treatment group consisted of 13 and the comparison group consisted of 14 participants. A pretest was administered to all the participants. Next, the treatment group received pre-listening vocabulary training for 8 sessions while the comparison group received contextual guessing classroom teaching (no pre-listening vocabulary training). Finally, a posttest was administered to both groups. It was revealed that the treatment group who received pre-listening vocabulary training outperformed the comparison group in listening comprehension. Therefore, the results of this study confirmed that pre-listening vocabulary training can significantly improve the learners' listening comprehension ability.