

Native-Dialect vs. Teacher-Dialect Materials and Iranian Primary EFL Learners' Listening Comprehension: Examining if Native Speaker Standard is a Myth

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Abstract The present study has made an attempt to investigate the impact of different accentual listening materials on Iranian primary EFL learners' listening comprehension ability. For this purpose, 60 learners of English at Kish Language Academy participated in this study. The participants were divided into two groups of 30 learners as control and experimental group. Firstly, a Quick Placement Test which included vocabulary, grammar, and reading items was used in order to get homogenized groups of participants. They were also given a listening pretest the purpose of which was to measure the learners' initial knowledge of the listening skill. The treatment procedure took six forty-minute sessions. During each session, the control group was taught the course book new listening using the native-dialect material (original CDs) and the experimental group received the same listening tasks which were performed by the teacher. Finally, a post-test of listening was conducted and the results were analyzed through SPSS. To do the results quantitative, data were analyzed through descriptive statistical methods, and the researcher ran inferential statistics (t-test). The results showed that surprisingly, using non-native dialect listening materials can even improve the listening comprehension ability of EFL learners.

Keywords : Teacher-Dialect

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