

## عنوان مقاله:

A Comparative Study of Explicit and Implicit Mediators at Iranian High Schools: Students' L<sub>2</sub> Anxiety and Listening Comprehension

## محل انتشار:

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## نویسندگان:

Mohammad Darijani - *Department of Foreign Languages, Kerman Branch, Islamic Azad University, Kerman, Iran*

Mehry Haddad Narafshan - *Department of Foreign Languages, Kerman Branch, Islamic Azad University, Kerman, Iran*

Leila Anjomshoa - *Department of Foreign Languages, Kerman Branch, Islamic Azad University, Kerman, Iran*

## خلاصه مقاله:

As conceptualized in Vygotsky's (۱۹۷۸) theory of mediation, the present quantitative study scrutinized the impact of explicit and implicit mediators on high school students' L<sub>2</sub> listening anxiety and listening comprehension. Over six months, two groups of ۳۴ Iranian high school students were exposed to pronunciation instruction (explicit mediator-using phonetic rules- and implicit mediator-without phonetic rules), and a control group of ۱۷ students received no pronunciation instruction. Pretests and posttests were used to measure learners' improvements in listening anxiety and comprehension. Small changes were observed in both variables for the control group, whereas significant progress was found for both experimental groups, especially the explicit group. The results revealed that pronunciation instruction is a meaningful mediator in developing listening comprehension and decreasing listening anxiety among high school students, even when instructional time is restricted. This study has some practical implications suggesting that Iranian school teachers and book designers should consider pronunciation instruction effects when teaching listening to school students.

## کلمات کلیدی:

Explicit mediators, Implicit mediators, Listening anxiety, Listening comprehension, pronunciation instruction

## لینک ثابت مقاله در پایگاه سیویلیکا:

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