Abstract

Language teaching methodology has seen a dramatic increase in attention to the strategic investment that learners can make in their own learning process. The learning of any skill involves a certain degree of investment of one’s time and effort. Every complex set of skills is acquired through a combination of observing, focusing, practicing, monitoring, correcting and redirecting. In most classrooms, learners are not aware of the strategies underlying the learning task in which they are engaged. It is often due to their low level of learning strategy knowledge and lack of metacognitive control. Knowledge of strategies is important because the greater awareness you have of what you are doing, the learning will be more effective. Another point, which is of great importance in teaching, is familiarizing the students with different genres. Despite the growing interest in the concept of genre and proved advantages of a genre-based approach to language teaching over the traditional methods of teaching, genre-based approach has not received deserving attention.

This study was an attempt to investigate the effect of genre awareness on the Iranian EFL learners’ listening comprehension of narrative and expository genres. To make the students aware of the genres, genre mapping strategy training was employed. To come up with the objectives of the study, a total number of 60 pre-intermediate EFL students participated in the study as the control and experimental groups with the latter receiving genre-mapping instruction and being taught how to use their awareness of the structure of the genre to better make them enable to comprehend the narrative and expository genres. Meanwhile the control group received extensive listening of the two genres. After a two month period of instruction, the same listening comprehension tests were used as posttests.

The gathered data was subjected to statistical procedures. Accordingly, t-tests were run and the results were analyzed. It was concluded that students in the experimental group, while listening to novel news and stories, had greater self-confidence and were not intimidated by unfamiliarity with such kinds of text type.

Keywords: genre awareness; genre mapping strategy; narratives; expository genre.
1. Introduction

In recent years, language teaching methodology has seen a dramatic increase in attention to the strategic investment that learners can make in their own learning process. The learning of any skill involves a certain degree of “investment” of one’s time and effort. Every complex set of skills is acquired through a combination of observing, focusing, practicing, monitoring, correcting and redirecting. A language is probably the most complex set of skills one could ever seek to acquire; therefore, an investment of strategies is necessary in the form of developing multiple layers of strategies for getting that language into one’s brain (Brown, 2001, p.1).

According to Nunan (1999, p.171), underlying every learning task is at least one strategy. However, in most classrooms, learners are not aware of the strategies underlying the learning task in which they are engaged. Knowledge of strategies is important because the greater awareness you have of what you are doing, the learning will be more effective. Oxford (1990, p.8) argues that strategies are important for two reasons. In the first place, strategies are tools for active, self-directed involvement to develop communicative competence. Secondly, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively.

A research by Carrell et al. (1989) indicates that less competent learners may improve their skills through training in strategies used by more successful learners. However, many learners still do not know how to use effective strategies to facilitate their understanding of a text (Lau and Chan, 2003). It is often due to their low level of learning strategy knowledge and lack of metacognitive control (Dreyer, 1998).

Another point, which is of great importance in teaching, is familiarizing the students with different genres. There has been considerable interest in the genre-based approach to the teaching of language since the mid 1980s. This approach has communicative purpose as its foundation and originated through the work of Halliday (1985), Swales (1990) and Bhatia (1993).

Genre-based instruction is based on the analysis of different texts within a particular genre in order to examine the recurrent structures and regularities of form and function. This is shown in a large number of studies (Johns, 1986; Basturkmen, 1999; Hyland, 1999; Salager-Meyer, 1999; Sengupta et. al., 1999; Mavor and Trayner, 2001; Spector-Cohen et. al., 2001; Upton and Connor, 2001; Peacock, 2002; Cotterall and Cohen, 2003; Martin, 2003; Ruiying and Allison, 2003; Gardner, 2004; Vergaro, 2004).

Despite the growing interest in the concept of genre and proved advantages of a genre-based approach to language teaching over the traditional methods of teaching, genre-based approach has not received deserving attention. It is probably due to teachers’ inclination towards traditional approaches, and the syllabus designers’ reluctance in incorporating genre-based approaches into the teaching syllabi.

Swales (1990, p.213) emphasizes the merits of genre awareness and states that learners' unfamiliarity with different types of genre can lead to problems in their comprehension. Harmer (2001) maintains that unfamiliarity with the topic and genre may lead to reluctance to engage fully with the activity. The lack of engagement or schematic knowledge may be a major hindrance to successful comprehension. So teachers must be careful with approaching
different genres in classroom and due attention must be paid to training students regarding how to comprehend different genres.

To fulfill this goal, a strategy based approach along with a genre based approach adopted by EFL teachers can be of great benefit to learners to enhance their comprehension.

Taking all of the abovementioned points into consideration, this study is an attempt to find the effect of genre-mapping strategy training on the Iranian EFL learners' listening comprehension of narrative and expository genres. More specially, the purpose of the present study is to determine a) whether genre-mapping strategy training is more effective than extensive listening on enhancing Iranian EFL learners' listening comprehension of narrative and expository genres.

2. Statement of the Problem

Nunan (1999, p.171) contends that learners are not aware of strategies underlying the learning task in which they are involved. Furthermore, while research has shown that greater strategy use is often related to higher levels of language proficiency (Oxford and Ehrman, 1995), Nyikos (1999) states that “many language teachers fall ill-equipped to conduct strategy instruction because they never had the chance to see or participate in such instruction themselves” (cited in Carter and Nunan, 2002, p.170). Moreover, Harmer (2001) believes that students may be unsuccessful due to the lack of generic knowledge.

Knowing that as EFL teachers, we should probe into the problem, and scrutinize our own practices and the effect of those practices on our students, the researcher decided to investigate the following problem.

The purpose of the present study is to determine whether there is any relationship between the application of different listening strategies and the Iranian intermediate-level EFL learners' listening comprehension of narrative and expository genres.

3. Significance of the Study

Oxford (1990, p.8) claims that learning strategies are teachable. Various language learning investigations round the world indicate that strategy instruction leads to greater strategy use, self-efficacy, anxiety reduction, increased motivation, higher language proficiency and positive attitude (Oxford, 1990; Nunan, 1999; Oxford and Ehrman, 1995).

On the other hand, listening comprehension is not generally receiving the emphasis it has always merited. Second language educators, however, acknowledged it as a crucial skill in second language learning and urge language teachers to devote more class time to listening activities (Chastain, 1988, p.198).

Meyer (1977, p.307, cited in Carrell, 1985, p.729) has gathered evidence that rhetorical organization of a passage or the way the information in a passage is organized, is an important factor in comprehension, because it interacts with the formal schemata of listeners (listeners' background knowledge of and experience with textual organization).

The significance of learning strategy instruction for proficiency in listening has emerged in Johnson's (1999, cited in Carter and Nunan, 2002, p.170) work, but as far as the researcher is concerned, no study in an EFL setting seems to have dealt with the comparison of the
effectiveness of genre-mapping strategy training and extensive listening on the EFL learners’ listening comprehension of narrative and expository genres.

4. Research Questions and Hypotheses

To fulfill the purpose of this study which is to see whether there is any relationship between using listening strategies and the listening comprehension of different types of genre (i.e., narrative and expository), the following research questions are posed:

I. Is there any significant difference between using the genre-mapping strategy and extensive listening in improving Iranian intermediate EFL learners’ listening comprehension of the narrative genre?

2. Is there any significant difference between using the genre-mapping strategy and extensive listening in improving Iranian intermediate EFL learners’ listening comprehension of the expository genre?

In order to investigate the abovementioned research questions empirically, the following null hypotheses are stated:

I. There is no significant difference between using the genre-mapping strategy and extensive listening in improving Iranian intermediate EFL learners’ listening comprehension of the narrative genre.

2. There is no significant difference between using the genre-mapping strategy and extensive listening in improving Iranian intermediate EFL learners’ listening comprehension of the expository genre.

5. Method

5.1. Participants

A total number of 60 EFL students at Safir English Language institute participated in this study. The subjects were all female students over 19 years of age and studying at the intermediate level. They were divided into two groups. The experimental group consisted of 30 students, while the control group consisted of 30. Based on the students’ scores on the narrative listening test and the expository listening test, 30 matched pairs on the narrative test and 30 matched pairs on the expository test were identified and selected for the research.

They were divided into two groups. Therefore, each of the experimental and control groups consisted of 30 students based on their scores on the narrative and expository pretests (Figure 1).
Figure 1. Matched Students in the Experimental and Control Groups

5.2. Design

The design which could best fit this study was a quasi-experimental design with the help of pretest-posttest pattern. The schematic representation of the design is as follows:

G1 (Experimental):
- O1: Pretest (Listening comprehension test)
- X: Treatment given to the experimental group (Genre mapping strategy training)

G2 (Control):
- O3: Pretest (Listening comprehension test)
- C: Treatment given to the Control group (extensive listening)
- O4: Posttest (Listening comprehension test)
5.3. Instrumentation

Two listening comprehension tests were constructed by the researcher. One of the listening tests was designed to measure the students’ listening comprehension of the narrative genre and the other one was designed to estimate the students’ listening comprehension of the expository genre. Each test consisted of two oral texts. The first test included listening to the texts with the narrative genre which were selected from among different radio broadcasts. The second test consisted of listening to the texts with the expository genre.

The listening comprehension tests were administered to 30 intermediate-level students at Safir English Language Institute. Based on their scores, the process of item analysis was performed, and four items with inappropriate item facility and discrimination indexes were excluded from the test and two distracters were modified. The modified tests were thus administered to another group of subjects consisting of 30 students who were studying at the intermediate level at the same English Institute. The new test was used to homogenize the participants in the main study. The final version of each listening test included listening to two oral texts and answering six multiple choice questions following each text.

Therefore, each test included 12 multiple-choice questions which included main idea, inference, factual information, and detail questions. The listening test was used as a pretest as well as a posttest.

5.4. Procedure

The subjects were selected based on a matching procedure, i.e. to select a homogeneous sample with regard to listening comprehension of the narrative and the expository genres, a narrative listening test and an expository listening test were given to the 60 participants. The researcher selected two authentic narrative listening texts and also two expository listening passages from BBC and VOA radio broadcasts. Both narrative and expository texts were chosen on the basis of the texts’ readability. The listening test was standardized by the researcher and was administered as a pretest to both groups to ratify the homogeneity of the subjects with regard to their listening proficiency. As a result, from a sample of 60 subjects, 30 matched pairs on the narrative test and 30 matched pairs on the expository test survived the selection criterion and each pair of students who scored the same on each listening pretest in the two groups was included in the study. Therefore, each of the experimental and control groups consisted of 30 students.

During the course of instruction, the experimental group gained information about the structure and the elements of the narrative and the expository genres and received practice and training on the use of their information about the structure of the two genres to fill out the story map and the fact chart, while the control group received extensive listening to the narrative and the expository genres. After a 15-session instruction, the selected students took the two listening comprehension tests as posttests.

Having collected the required data on the students’ posttests, the researcher started analyzing the data to find out the amount of difference between the students’ listening comprehension of the two genres in the experimental and control groups.
5.5. Teaching Procedure

Prior to the training, the teacher and the students in the experimental group had a general discussion about strategic learning and strategic listening. The first purpose of the discussion was to understand whether the students were familiar with different listening strategies or not. The second purpose of the discussion was to familiarize the students with the two productive strategies, i.e. extensive listening and genre-mapping strategies, and to encourage them to use these strategies to improve their listening comprehension.

In addition, the researcher explicitly explained the specific procedure of the training method and its benefit. Since the strategies were to be applied to two different genres, these genres were defined for the students and their constituent parts were elaborated to them.

The students of the experimental group were taught the schema for stories as well as a strategy for posing schema-general questions using story map to guide their interaction with the genre, because, as Carrell (1985, p.730) reasoned, the students needed to be taught not only about the story schema (for students may very well already have possessed that knowledge), but also a strategy for applying this knowledge to the study.

First, different elements of the story frame such as, character, setting, plot, conflict, major events, resolution, and theme were introduced to the students in the experimental group through a story map. The experimental group was taught a general problem-solving schema for narratives, e.g. that a story involves a leading character who wants to accomplish a goal; the character adopts a plan for achieving the goal; on the way to the goal the character encounters obstacles which he or she overcomes, circumvents, is defeated by, and so on. Then they were taught to use their knowledge about the story frame to formulate general questions related to the story schema (e.g. who is the leading character? What is the character trying to accomplish?), to be able to fill out the story map chart while listening to a story.

Then as a post-listening activity, the researcher led the students to drive their own story-specific questions from the schema-general questions (e.g., who was the main character, the detective or the millionaire? How did the detective find the kidnapper?), and ask those questions from their classmates to check their comprehension.

Using a narrative genre, the teacher made them aware of the rhetorical organization of the genre through teaching the components of the story map and taught them how to use their knowledge about the rhetorical organization of the genre to pose schema-general and story-specific questions. Story Maps were used to be filled by the students in the experimental group while listening to the narrative texts. It was hoped that when they become familiar with the structure of the genre through the story map chart, they can build the scheme of the chart in their mind and then fill it out while listening to the new stories.

When the 15-session training was over, the participants in both experimental and control groups were given the same listening comprehension tests as posttests. The rationale for using exactly the same tests for both pretesting and post-testing was to assure exactly comparable tests. Regarding the expository genre, before listening to each text, some conducted pre-listening activities were used in order to activate students’ background knowledge related to the topic. Then the students listened to the text. The students in the experimental group were taught about the ways in which the expository genres are typically organized at the top level and about how to use their knowledge about the structure of the
genre to improve their comprehension of the genre. The training relied on formal aspects of the expository genre.

The students were taught about different forms of rhetorical organization within the expository genre such as explaining something by definition, categorization, comparison-contrast, enumeration, problem-solution, description, or cause effect. The researcher utilized a fact chart to familiarize them with the rhetorical structure of the expository genre and its constituent elements, i.e. facts and details, opinions and examples, which are used to inform and persuade. Then, using examples of expository genre, the researcher made them aware of the different rhetorical organizations within the expository genre. Fact Charts were used to be filled by the students in the experimental group while listening to the expository texts.

In addition, some further post-listening activities were utilized to check their full comprehension; such as asking them some content-specific questions. Fifteen listening texts with narrative and expository genres were utilized in the study in order to practice genre-mapping strategy as well as to familiarize the students with the structure of the two genres. The selected texts were a little beyond the students’ current level of comprehension, and as they proceeded through the course, the students were exposed to longer texts.

The control group participated in all the testing sessions, was exposed during training to the same instructor and the same genres for the same amount of time, but did not receive any particular instruction about the top-level rhetorical organization of the two genres.

The control group went through the traditional method of extensive listening. While the students in the experimental group analyzed the rhetorical organization of the two genres, the students in the control group were asked to listen to the listening materials extensively at home.

To make sure that they listened to the texts at home, they were asked to provide a summary of the text as their homework assignment and then recite their summary transcriptions in the class to receive feedback. Using a narrative posttest and an expository posttest at the end of instructional period, the comprehension of the narrative and the expository genres in the experimental group was compared to the comprehension of the narrative and expository genres in the control group.

5.6. Testing Procedure

First, 60 intermediate level EFL students were assigned to two groups i.e. experimental and control groups. Then a narrative listening test and an expository listening test was administered to the students in the two groups. The listening comprehension tests were designed by the researcher and were used both as pretests and as posttests. Each of the narrative and expository listening tests included two texts. The length of the narrative genre texts ranged from 1450 words to 1480 words per text. The length of the expository genre texts ranged from 365 words to 370 words. Each text was followed by 6 multiple-choice questions. Table 1 demonstrates the structural features of the four oral texts:
Table 1. Structural Features of the Four Texts Used in the Listening Pre-and Post-tests

<table>
<thead>
<tr>
<th>Features</th>
<th>Narrative Texts</th>
<th>Expository Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
<td>Second</td>
</tr>
<tr>
<td>No. of words</td>
<td>1450</td>
<td>1480</td>
</tr>
<tr>
<td>No. of T units</td>
<td>140</td>
<td>150</td>
</tr>
<tr>
<td>Duration of Text (min, sec)</td>
<td>12 18</td>
<td>12 57</td>
</tr>
<tr>
<td>Average rate of delivery (wds/min)</td>
<td>118</td>
<td>115</td>
</tr>
</tbody>
</table>

The Fog index formula was employed to compute the readability level of all texts used in the listening tests and to predict their relative text difficulty. The readability of the four texts ranged from 13 to 16. The RL of the narrative listening texts was 14.52 and 13.90 and the RL of the expository listening texts was 14.66 and 15.20 and the mean RL was 14.57. This shows that the four texts used in the listening tests were intermediate with regard to their difficulty and thus their appropriateness was ratified.

The listening texts were heard by the students in the same order, i.e. first narrative texts and then expository texts. Each text was played once and the subjects were allowed to take notes while listening.

5.7. Scoring Procedure

The Listening Comprehension (LC) Tests, because of being of multiple choice types, were easily scored objectively by the researcher herself. The subjects received one point for each correct answer which led to a maximum score of 12. Wrong answers were not scored with negative values.

5.8. Materials

The texts of narrative and expository genre tests, as well as the texts used for teaching the rhetorical organization of the narrative and expository genres were taken from different VOA and BBC radio broadcasts.

5.9. Data Analysis

Analysis 1. The reliability of the listening comprehension tests were confirmed through double administration of each of the listening tests to 30 intermediate level students at Safir English Language Institute in Semnan and was estimated through KR-21 formula of reliability.
Analysis 2. The effectiveness of genre-mapping strategy training on the students' listening comprehension of the narrative genre was tested by comparing the means of the experimental group and the control group posttest scores on the narrative test via a t-test.

Analysis 3. In order to test the effectiveness of genre-mapping strategy training on the students' listening comprehension of the expository genre, a t-test was used to compare the means of the experimental and control group posttest scores on the expository test.

6. Results

After the two-month instruction period, the same narrative and expository listening tests that were used as pretests were also used as posttests and the students’ scores on the tests were compared through two paired samples t tests to see whether there was any significant difference between the effectiveness of the experimental and control group treatments. The descriptive statistics for the posttests are illustrated in table 2 and chart 1 below:

Table 2. Descriptive statistics for the posttests in control and experimental groups

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Listening Posttest (Control)</td>
<td>30</td>
<td>3.00</td>
<td>10.00</td>
<td>6.4000</td>
<td>1.71404</td>
</tr>
<tr>
<td>Narrative Listening Posttest (Experimental)</td>
<td>30</td>
<td>4.00</td>
<td>11.00</td>
<td>6.8667</td>
<td>1.90703</td>
</tr>
<tr>
<td>Expository Listening Posttest (Control)</td>
<td>30</td>
<td>2.00</td>
<td>10.00</td>
<td>4.9667</td>
<td>1.92055</td>
</tr>
<tr>
<td>Expository Listening Posttest (Experimental)</td>
<td>30</td>
<td>2.00</td>
<td>10.00</td>
<td>4.3000</td>
<td>1.84110</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In order to test whether there was a significant difference in the mean scores of the two experimental and control groups in the narrative test, a matched \( t \)-test was used. The results are illustrated in table 3:

Table 3. Matched \( t \)-test for narrative listening posttests

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>( T )</th>
<th>( df )</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative Listening Post-test (Control) - Narrative Listening Post-test (Experimental)</td>
<td>- .46667</td>
<td>.62881</td>
<td>.11480</td>
<td>- .70147</td>
<td>- .23187</td>
<td>-4.065</td>
<td>29</td>
</tr>
</tbody>
</table>

As it is manifested in table 3, genre mapping strategy training does affect the narrative listening comprehension of the learners. The \( p \)-value for the comparison of the posttests of experimental and control groups is 0.000, which is smaller than the significant level, i.e. 0.05. Moreover, the \( t \)-observed value of 4.065 for the narrative posttests is higher than the \( t \) critical of 2.00 at 0.05 level of significance and 29 degrees of freedom.

So the first null hypothesis can be safely rejected. In order to test whether the difference between experimental and control treatment on enhancing the students’ listening comprehension of expository genre is significant or not, a matched \( t \)-test was used to compare the experimental and control groups’ mean scores in the expository listening posttests. The results are illustrated in table 4:
Table 4. Matched t-test for expository listening posttests

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>.6667</td>
<td>.84418</td>
<td>.15413</td>
<td>.35144</td>
<td>.98189</td>
<td>4.325</td>
<td>29</td>
</tr>
</tbody>
</table>

Table 4 clearly indicates that, unlike the case with the narrative genre, it is extensive listening that can enhance the expository listening comprehension of the learners. The p-value for the comparison of the posttests of experimental and control groups is shown to be 0.000, which is smaller than the significant level, i.e., 0.05. Furthermore, the t-observed of 4.325 for the expository posttests exceeds the t critical which is 2.00 at 0.05 level of significance and 29 degrees of freedom.

Thus the second null hypothesis can also be safely rejected too since, after all, there is a significant difference between the effect of extensive listening and genre-mapping in the listening comprehension of the learners when it comes to the expository genre. Accordingly, it can be concluded that extensive listening is more effective than genre-mapping strategy training in enhancing the Iranian EFL learners’ listening comprehension.

7. Conclusions and Discussion of the Findings

In this study, the researcher's goal was to determine whether genre-mapping strategy training is more effective than extensive listening on improving Iranian EFL learners' listening comprehension of the narrative and the expository genres.

To see whether there was any relationship between genre-mapping strategy training and listening comprehension of the two genres, t-tests were conducted. The findings suggested that students highly benefit from strategy instruction in comprehending the narrative and
expository genres. Furthermore, a reasonable awareness of the type of genre they are exposed to and ample exposure to a particular genre can help the learners better understand the texts they listen to. The results of this study suggest that listening strategies can be taught to EFL learners in order to promote their listening comprehension of different genres.

The statistical findings of the study clearly showed the nullification of the first and second hypotheses. The researcher found that both genre mapping strategy training and extensive listening can improve the Iranian intermediate EFL learners’ listening comprehension of the narrative and expository genres.

Yet any speculation on the priority of genre-mapping strategy training over extensive listening on enhancing the Iranian intermediate EFL learners’ listening comprehension of the narrative and expository genres turned out to be unsubstantiated. That is to say – based on the findings of this study – one cannot claim that genre-mapping strategy training can improve Iranian intermediate EFL learners’ listening comprehension of the narrative and expository genres more than extensive listening or vice versa.

8. Pedagogical Implications

8.1. Implications for Teaching

It is necessary that language teachers become familiar with the students’ deficiencies and needs. The present study emphasizes the usefulness of explicit training of listening strategies. So, it would be reasonable that teachers benefit from such strategies before, during, and after listening to a text in order to maximize their students’ listening comprehension. Of course, it is advisable that teachers match the intended listening strategies with certain genre or text type and offer the strategies that are congruent with the specific genre to be learnt.

Textual competence makes comprehension possible by providing formal schemata which allow prediction. On the other hand, it is unlikely that students will learn to master different genres through unguided exposure at the early stages of learning a foreign language. Non-native speakers need to learn what to listen and how to listen. This need is particularly acute for the formal register the unique nature of which makes it a particular challenge for the novice listeners.

8.2. Implications for Testing

Not only can genre-mapping strategy be utilized in teaching environment, but they can also be used when testing students’ comprehension. Such listening strategies can be used to alleviate the students’ anxiety in testing situations. Furthermore, the findings of the present study indicated that different types of genres result in different performances. These findings can lead to a recommendation that listening comprehension tests should include a number of texts which encompass a range of genres to better reflect the trait of listening comprehension.
8.3. Implications for Materials Development

The materials offered for the EFL contexts are of utmost importance, as they should be devised in a way that is motivating for the students in a manner that their achievement is ensured. There is no doubt that listening strategies can be motivating devices for EFL students and can improve their comprehension. So, those responsible for developing EFL materials can use different listening strategies comprising pre-during, and post-listening activities and tasks in order to increase students’ motivation, and by doing so, they can help them better comprehend the listening texts. Also, syllabus designers should incorporate genre-based approaches into the teaching syllabi, i.e. they should include different genres in their syllabi and avoid sticking to just one type.

Another implication for textbook writers and teachers is that effective staging and sequencing of different genres facilitates the processing of information which results in better comprehension. If we are trying to improve the ability of EFL students to understand extended discourse presented in English, it is crucial that we understand what types of genres should be used early in language programs for intermediate-level students. Furthermore, selecting appropriate texts at different stages of EFL learning according to the students’ needs and interests can have a positive effect on the quality of teaching, and material writers should consider this while writing textbooks or preparing classroom materials.

9. Suggestions for Further Research

Because of the limited scope of this research like any other, the researcher was not able to study the other language skills. In addition, the restricted sample of subjects who were intermediate EFL learners and their gender further limited the findings of this study. Therefore, the followings are suggested for further studies:

1. First and foremost, this study can be replicated to find out whether the same results would be obtained or not.
2. Other researches can be conducted to find possible relations between genre-mapping strategy training and use and other language skills.
3. The experiment focused on female intermediate EFL students at Safir English Language Institute in Semnan. A similar study can be carried out to investigate the effect of genre-mapping strategy on the listening comprehension of both male and female students taking ESP courses at university.
4. This study examined the effect of two listening strategies (genre mapping strategy and extensive listening strategy). Another experiment can be carried out to investigate the effect of other listening strategies on the listening comprehension of the Iranian EFL students.
5. This study examined the effect of genre-mapping strategy training and extensive listening on the comprehension of narrative and expository genres. Another research can be conducted to scrutinize the effect of these strategies on other genres such as descriptions, explanations, instructions, reports, recounts, or argumentations to see which strategies are applied for the comprehension of each genre and also to investigate the effect of strategy training on the comprehension of the learners in each genre.
References


