



## The Relationship between Listening Strategies Used by Iranian EFL Freshman University Students and Their Listening Proficiency Levels

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### Abstract

The purpose of the current study was to identify Iranian EFL freshman university students' listening proficiency levels and the listening strategies they employed to investigate the relationship between these two variables. A total of 92 freshmen were involved in this study. The Oxford Placement Test was employed to identify the learners' listening proficiency levels and a Listening Strategy Questionnaire was used to identify the strategies they employed in listening. The descriptive analysis of the listening strategy questionnaire revealed that Iranian EFL freshman university students at advanced, intermediate, and lower-intermediate levels employed meta-cognitive strategies more frequently and actively; followed by cognitive and socio-affective listening strategies. The Pearson Correlation analysis also indicated that there was a significant positive correlation between the listening strategies employed by advanced, intermediate, and lower-intermediate freshmen and their listening proficiency levels at  $p < 0.01$  and  $p < 0.05$  levels respectively.

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English Language Teaching ISSN 1916-4742 (Print) ISSN 1916-4750 (Online)

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