**The impact of interactive, interpretive, and editing tasks on the listening comprehension skill of the Iranian intermediate female EFL learners**

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**Abstract**

The role of listening is significant in L1 and L2 acquisition because the child learns to listen before all other skills (Rost, 2005). Due the mentioned fact, an array of studies have been conducted on the importance of listening skill. In this regard, some researches were conducted on the process of listening (Anderson, &Lynch, 1988), on the influential factors (Brindley, & Slatyer, 2002), and on the best methods of teaching listening (Berne, 2004). The present study aimed at investigating the impact of interactive, interpretive, and editing tasks on the listening comprehension skill of the Iranian intermediate female EFL learners. To achieve this goal 60 female intermediate learners, whose ages ranged between 14 - 17 were chosen. Based on the result of PET exam, learners were non- randomly assigned to three experimental groups, one of them received interactive listening tasks, another one received interpretive listening tasks, and the third group received editing listening tasks. Moreover, the participants’ PET scores in listening section were used as pretest score too. After 10 sessions of treatment, another listening section of PET was administered as the posttest. The result of ANOVA showed a significant difference within three groups which consequently rejected the hypotheses of the study.

 ***Keywords****: Editing task, Interactive task, Interpretative task*