

**Expertise reversal effect in teaching foreign language listening skills**

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The expertise reversal effect suggests that instructional methods should accommodate learners' individual differences because pedagogies that are effective for novice learners may turn out to be ineffective or even counterproductive to expert learners (Kalyuga, Ayres, Chandler, & Sweller, 2003; Sweller, Ayres, & Kalyuga, 2011). This study reports a series of four experiments which were designed and conducted to explore the expertise reversal effect in the field of teaching and learning foreign language listening skills. Three instructional formats (read-only, listen-only, and read-and-listen) were designed to teach students English (Experiments 1-3) or French (Experiment 4) listening skills. Experiment 1 found a significant interaction between the instructional approaches and levels of learner listening expertise. Although there was no difference for learners with lower levels of listening expertise, a significant effect was found for learners with higher levels of listening expertise favouring the read-only approach. The results of Experiment 2 consolidated the counterintuitive findings of Experiment 1: the read-only teaching approach worked best when learners' expertise was relatively high. The findings of Experiment 3 indicated that the read-and-listen condition was more effective for novice learners. Experiment 4 was designed to explore the effect further by employing beginner-level learners of French as a foreign language. The findings were consistent with those of Experiment 3 in that lower expertise learners gained more benefits from the read-and-listen teaching approach. It is concluded that novice learners favoured the read-and-listen approach in learning language listening skills; however, more expert learners could benefit more from the read-only approach.