



University of Sistan and Baluchestan  
Graduate School

The Dissertation of M.Sc. in in Teaching English as a Foreign Language

**Title:**

**The Relationship between Ambiguity Tolerance, Listening  
Comprehension Ability and Use of Listening Strategies among Iranian  
Intermediate EFL Learners**

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## ABSTRACT

Listening comprehension ability and the use of listening strategies in relation to ambiguity tolerance is the subject of much debate in foreign language learning. The primary aim of the present study was to explore the possible relationship between EFL intermediate learners' ambiguity tolerance, listening comprehension ability and their use of listening strategies. In addition, it examined the gender difference between learners' use of listening strategies. The target participants of the present study comprised 50 male and 68 female first year English students majoring in English Teaching and English Translation who were attending first listening and speaking courses at Azad University and Imam Reza University of Mashhad. They were screened from a total of 135 participants who scored between 24 and 30 in Quick Placement Test (QPT) for the intermediate- level. The main instruments used in this study consisted of Oxford Quick Placement Test, the listening Comprehension Subsection of Preliminary English Test (PET), Listening Strategy Questionnaire, and Second Language Tolerance of Ambiguity Scale (SLTAS). The results of Pearson correlation indicated that there was a moderate negative significant relationship between learners' listening comprehension ability and their ambiguity tolerance. In addition, the results of Pearson correlation indicated that there was a moderate negative significant relationship between the total use of listening strategies and ambiguity tolerance. Furthermore, the results of Pearson correlation indicated that there was a moderate positive significant relationship between the total use of listening strategies and listening comprehension ability. Results of independent-samples t-tests showed a significant difference between the total listening strategy use and gender. Teachers should make use of such findings in order to help the language learners overcome psychological barriers and learn listening skills appropriately.

**Keywords:** Ambiguity tolerance, listening comprehension ability, listening strategies, Iranian EFL intermediate learners