The Effect of Foreign Language Classroom Anxiety and Tolerance of Ambiguity on EFL Learners' Listening Proficiency

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Abstract : The present study was conducted to investigate the effect of foreign language classroom anxiety and ambiguity tolerance on EFL Learners' listening proficiency. In so doing, 442 EFL learners were randomly selected form Azad University and some accredited language institutions in Hamaden, and were given the Foreign Language Classroom Anxiety Scale (FLCAS) (1983), and Second Language Tolerance of Ambiguity Scale (SLTAS) (1995). Participants' listening proficiency level was determined through listening scores gained in standardized exams given by university professors or institutes in which they studied English. The results of two-way ANOVA revealed that listening proficiency was significantly affected by the interaction of anxiety and AT level of the participants. Each of the two variables were categorized in three levels of High, Mid, and Low. The highest mean score of listening belonged to the group with low degree of anxiety and high degree of ambiguity tolerance, and the lowest listening mean score was gained by the group with high level of anxiety and low level of tolerance of ambiguity. Also, the findings of multiple regressions confirmed that anxiety was the stronger predictor of listening comprehension in contrast with tolerance of ambiguity. Furthermore, the result of Pearson correlation coefficient showed that there was a significant negative relationship between the participants' foreign language classroom anxiety and their ambiguity tolerance level.

Keywords : Foreign Language Classroom Anxiety, Second language tolerance of ambiguity, Listening proficiency