ISLAMIC AZAD UNIVERSITY
SCIENCE AND RESEARCH BRANCH

M.A. THESIS

ON

THE RELATIONSHIP BETWEEN IRANIAN EFL LEARNERS'
TOLERANCE OF AMBIGUITY AND GUESSING MEANING OF
UNKNOWN WORDS

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Abstract

The problem under investigation was the relationship between Iranian EFL learners' tolerance of ambiguity and their ability to guess the meaning of unknown words from context. One hundred and sixty intermediate students studying English at Simin Language Learning Institute were selected in this research. First of all, the researcher used a Michigan Proficiency Test in order to make sure that the subjects were all homogeneous in terms of their language proficiency. Also, the subjects were given tolerance of ambiguity questionnaire. Then homogeneous participants were chosen and were given a pre-test which contained 200 words to see whether they were familiar with the words or not. Afterwards, the researcher practiced guessing strategies with students by giving them four reading passages during four sessions and asking them to guess the meaning of the new words in each text. In the post-test, the students took a test which contained two passages with underlined unknown words which were selected from those words which were unfamiliar for all participants in the pre-test, and the participants were asked to guess the meaning of those unknown words. The researcher used Pearson Product Moment correlation for the objectives of this study. The results of this analyses showed that the major hypothesis as well as minor hypotheses were rejected. So it can be said that the levels of tolerance of ambiguity have a relationship with the participants' guessability.
REFERENCES


چکیده

هدف از این تحقیق بررسی رابطه بین توان تحمیل ابهام زبان آموزان ایرانی با حس معنای کلمات نآشنا بوده است. بدن منظور در این تحقیق ابتدا به ۱۴۰ زبان آموز که در حال مطالعه زبان انگلیسی در مؤسسه یادگیری زبان سیمین بودند یک آزمون تست زبان میشیقان داده شد تا افراد مشابهی برای ادامه این تحقیق انتخاب شود. همچنین این شرکت کنندگان پرسشنامه توان تحمل ابهام را به منظور تعیین سطح انجام دادند. سپس به افراد منتخب یک آزمون لغات ارائه گردید تا نا آشنا بودن کلمات برای محقق محرز گردد. در مرحله بعد ۴ متن انگلیسی به زبان آموزان ارائه گردید و از آنها کلمات نا آشنا را حس می‌کردند و بدنیسیله محقق آنها را با استراتژی‌های جداسازی آنها کرد. در مرحله نهایی دو متن که شامل تعدادی کلمات نا آشنا برای زبان آموزان بود ارائه گردید و از زبان آموزان خواسته شد که معنای کلمات را حس بزنند.

پس از تصحیح آزمون‌ها رابطه بین توان تحمل ابهام فراگیران با عملکرد آنها در حس معنای کلمات نا آشنا در متن بررسی گردید. نتایج این تحلیل نشان داد که نظریه اصلی به همراه نظریه‌های فرعی رد شدند. بنابراین می‌توان گفت که بین توان تحمل ابهام زبان آموزان و نواحی آنها در حس معنای کلمات نا آشنا ی انگلیسی رابطه معنی‌داری وجود دارد.
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