**بسم ا... الرحمن الرحیم.**

**اللهم صل علی محمد و آل محمد و عجل فرجهم و أهلک عدوهم أجمعین**

**In the Name of Allah, the All-Merciful, the Ever-Merciful**

**O Allah, send Thy Peace and Salutations upon Muhammad and his Blessed Family**



**Imam Reza International University**

**MA Theses**

**Faculty of Human Sciences**

**Department of English Language**

**English Language Teaching**

**The Relationship between Iraqi EFL Learners’ Tolerance of Ambiguity, L2 Anxiety, and Reading Achievement**

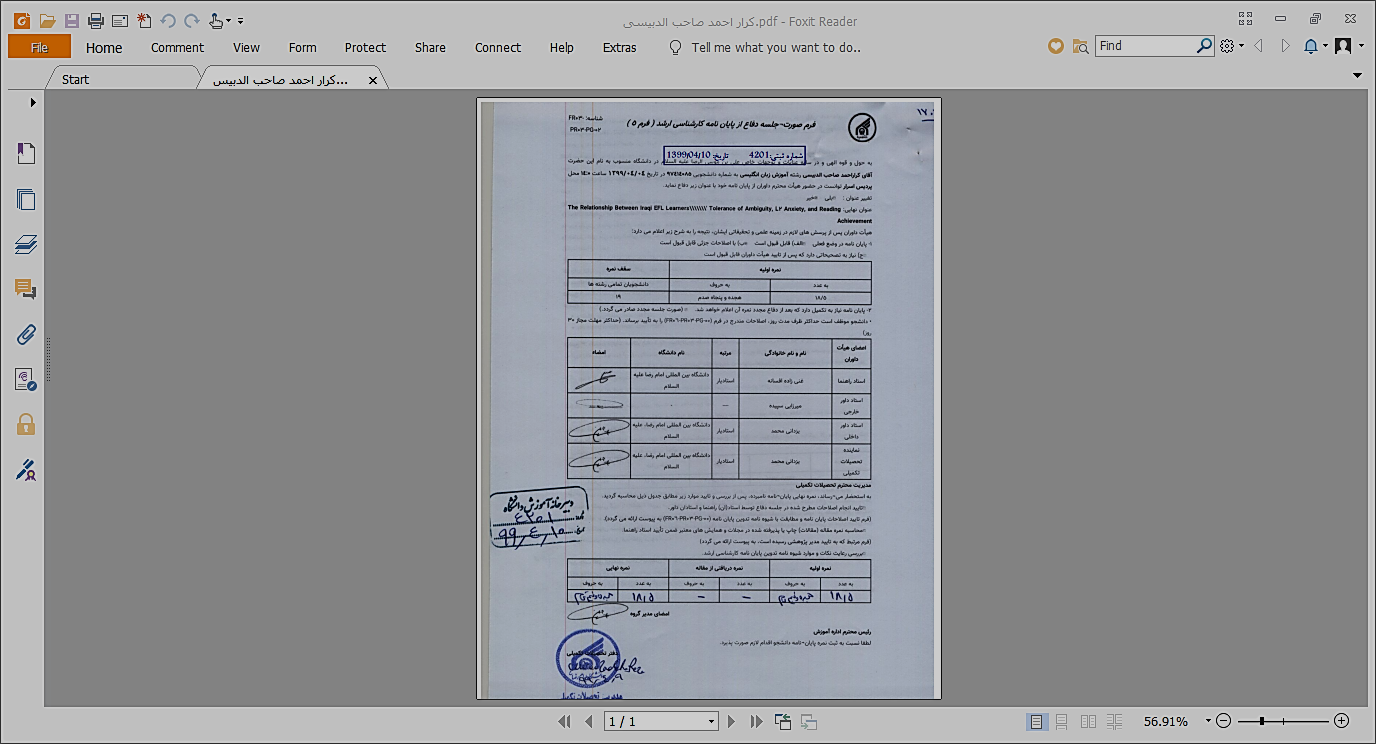
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**Dedication**

I would like to dedicate this thesis to my beloved parents and my best friends for their great support, patience, love, and constant supports.

Also to my best supervisor and professor

Dr. Afsaneh Ghanizadeh

**Abstract**

The present study was designed to investigate the role of tolerance ambiguity (AT) and anxiety in Iraqi EFL learners’ reading achievement (RA). To achieve the purpose of the study, 100 EFL learners took part in this study. The participants comprised students studying English Language at Mysian University. In order to obtain the required data, two questionnaires were utilized: The first one was the English version of the second language tolerance of ambiguity scale (SLTA) developed by Ely (1995) to measure students' level of tolerating ambiguities. It includes 12 items and employs a 5-point Likert scale with a textual response format raging from strongly disagree to strongly agree. The second one was L2 anxiety scale which consisted of sixitems out of the Dörnyei's L2 Motivational Self System (2005). Reading achievement was measured by the scores of reading comprehension course. The results estimated via SPSS software version 24 demonstrated that there was a negative moderate relationship between ambiguity tolerance and L2 anxiety (*r* = -0.41, *p*< 0.05). RA was also negatively associated with L2 anxiety (*r* = -0.32, *p*< 0.05) and positively and moderately with AT (*r* = 0.44, *p*< 0.05). To investigate what percentage of variability in ambiguity tolerance (dependent variable) can be accounted for by taking L2 anxiety (independent variable) into account, a regression analysis was conducted. It demonstrated that about 16 of the variation in ambiguity tolerance can be explained by taking the L2 anxiety into account. To see what percentage of variability in RA (dependent variable) can be accounted for by taking L2 anxiety and ambiguity tolerance (independent variables) into account, another regression analysis was conducted. It indicated that about 20 of the variation in RA can be explained by taking the L2 anxiety and ambiguity tolerance into account. The results of the present research had a number of implications for both students and learners.

*Keywords*: Reading Achievement, Anxiety, Tolerance of Ambiguity

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**List of Abbreviations:**

AT: Ambiguity tolerance

EFL: English as a Foreign Language

HOTS: Higher Order Thinking Skills

L2: Second Language

RA: Reading achievement

SL: Second Language

SPSS: Statistical Package for Social Science

TEFL: Teaching English as a Foreign Language

# Chapter One

# Introduction

This chapter presents some introductory information about ambiguity tolerance and L2 anxiety. In addition, statements of the problem, purpose of the study, research questions and hypotheses are presented. The next part is the significance of the study which pinpoints the main points of this research. The last part of this section is related to the key terms which are used to inform the present thesis.

# 1-1.Background

Reading in a foreign language may be a rather ambiguous process that involves processing unknown linguistic and cultural input, which might eventually cause uncertainty and/or confusion on the part of readers. Success in such a complex and uncertain process may involve a myriad of factors, one of which could be tolerance of ambiguity (AT) that readers exhibit during reading. It is significant to explore this psychological construct since an awareness of how it influences foreign language learners and learning may alter the way teachers plan and execute their lessons, and help learners overcome their psychological barriers. Thus, this study was prompted by the desire to understand tolerance of ambiguity in relation to such factors as L2 anxiety and reading success. Below is presented a brief review of related literature, followed by a description of the research methodology.

Early meanings of ambiguity associated it with vagueness. In such definitions, ambiguity was depicted as brought about by the idea of prompts accessible in the specific circumstance. McLain (1993), for instance, characterizes ambiguity as not having adequate data about a specific situation. As indicated by Budner (1962), ambiguous circumstances can be of three unique sorts: new circumstances, complex circumstances, and conflicting circumstances. These areseparately where there are not adequate or nonexistent signs, where there are an excessive number of signals, and where prompts are difficult to recognize. Norton (1975), further, abridges reasons for ambiguity as 1) various implications, 2) dubiousness, deficiency, or fracture, 3) a likelihood, 4) unstructured, 5) absence of data, 6) vulnerability, 7) irregularities and logical inconsistencies. Kazamina outlines current definitions and presumes that ambiguity is set apart by "curiosity, multifaceted nature, insolubility and absence of structure" (1999: 69). Identified with the idea of uncertainty is resistance. Webster’s Encyclopedic Unabridged Dictionary of English Language characterized resilience as "n.1. a reasonable and target disposition toward those whose sentiments, rehearses, race, religion, nationality, and so forth contrast from one’s claim; opportunity from extremism." Such a meaning of resilience blocks acknowledgment of equivocal circumstances though prejudice and may involve thinking about vulnerabilities and indistinct implications as potential consequences of uneasiness and treat (Norton, 1975). tolerance of ambiguity, at that point, can be an impression of our character (Ely, 1989; Ehrman, 1993; 1994). All things considered, individuals with tolerance of ambiguity are more likely to feel great under questionable conditions (Budner, 1962).

The anxiety provoking potential of learning and using a second or foreign language (L2) has long been recognized in second language acquisition research. Anxiety, together with other affective variables like attitudes and motivation, has been examined as a potential factor influencing language learning success since the 1970s; however, it was not until the mid-1980s that it was defined as a conceptually distinct variable in L2 learning (Dörnyei, 2005; Horwitz, 1990; MacIntyre 1999). According to current understanding, the anxiety nonnative speakers experience when learning and using a new language is not simply the manifestation of a general, personality trait of anxiety (i.e., a predisposition to become anxious in a wide variety of situations) but rather a form of what psychologists describe as specific anxiety reaction: one specifically associated with L2 contexts (Gardner, 1985; MacIntyre & Gardner, 1994; MacIntyre, 1999).

Overall, development of English Language has expanded the interest to obtain great relational abilities in English. Nevertheless, students of English language frequently express a sentiment of stress, apprehension or tension while figuring out how to communicate in English Language and guarantee to have, as referenced over, a mental block against learning English. "Anxiety is a mental disorder, normally depicted by analysts as a condition of worry, an obscure dread that is just in a roundabout way connected with an item" (Hilgard, Atkinson, & Atkinson, 1971, as cited in Scovel, 1991, p. 18).

Anxiety, as experienced instinctively by numerous language students, adversely impacts language learning and has been seen as one of the most exceptionally analyzed factors in the entirety of brain research and training (Horwitz, 200, p.113). Anxiety has been found to meddle with numerous sorts of adapting yet when it is related with learning a second or unknown dialect it is named as „L2 anxiety. Thought of learners’ tension responses in figuring out how to communicate in another language by a language educator is considered exceptionally significant so as to help them to accomplish the planned objectives in the target language (Tanveer, 2007). With respect to anxiety, two essential inquiries should be pondered here. As a matter of the first importance, what is language anxiety? What's more, for what reason is it so imperative to learning and communicating in another language? Furthermore, how is unknown L2 anxiety not quite the same as the language anxiety in first language acquis ion? By and large talking, there are two ways to deal with the portrayal of language:

(a) a timid understudy may feel on edge when requested to give a short talk before the entire class; (b) Language uneasiness as a blend of different tensions that make a different type of nervousness characteristic for language learning (Horwitz et al., 1986, p. 128). The later approach accepts that there is something one of a kind to the language learning experience that makes a few people anxious. At the point when this apprehension or uneasiness is confined to the language-learning circumstances, it falls into the classification of explicit tension. Clinicians utilize the term explicit tension response to separate individuals who are commonly on edge in an assortment of circumstances from the individuals who are on edge just in explicit circumstances (1986, p.125). The inherent idea of language tension represents an extra challenge to language students just as instructors. The interest on correspondence in the cutting edge language classes may improve students’ tension, as there are more possibilities for their shortcomings to be uncovered before others. Thought of student uneasiness in the advanced language study hall is esteemed exceptionally basic so as to assist students with building up their relational abilities in the objective language.

In instructive brain research, anxiety is a significant variable that influences the subjective procedure in learning. Nervousness makes a feeling by sentiment of strain, stresses and fears specifically or explicit circumstances. Thus, Horwitz et al. (1986, p. 123) characterized anxiety as "the emotional sentiment of strain, trepidation, anxiety, and stress related with an excitement of the autonomic sensory system". It is also characterized as "full of feeling channel speculation" which assumes an indispensable job in L2 procurement. There are three "full of feeling channel factors, for example, an) inspiration, b) fearlessness and c) tension (Horwitz et al. 1986, p. 125). To prevail in L2 accomplishment, the students ought to attain significant level of self-assurance and lower level of uneasiness. Correspondingly, if the students have low inspiration, low fearlessness and high uneasiness level, it influences the students’ learning and structure a psychological barrier. In any case, nervousness is a transcendent factor that influences the L2 students' prosperity. Horwitz et al. (1986, p. 220) inspected that the significant performing tensions are "correspondence trepidation, test uneasiness, and dread of negative assessment". There are three kinds of tension, for example, a) quality nervousness, b) state uneasiness and c) circumstance explicit nervousness. Characteristic tension is a steady, state nervousness is a brief fear of an individual, and it excites just at specific circumstances. Circumstance explicit tension is like state uneasiness, it stirs at a particular circumstances and occasions, for example, talking in L2 inside or outside the classroom. the main aim of this investigation is to look at the connection between L2 anxiety, ambiguity tolerance, and language achievement among Iraqi EFL students.

# 1.2. Statement of the Problem

Ambiguity is an inevitable reality of learning a new language and people do tend to have different levels of ambiguity. Research indicates that AT is related to achievement in language learning. However, concerns have also been expressed regarding over tolerance. This is because such high levels of tolerance may result in unquestioned acceptance (Ely, 1995; Kazamina, 1999). Ely maintains that the lack of sensitivity to ambiguous linguistic data may cause early fossilization in language development. The question then becomes “what level of ambiguity is ideal for success in language learning?”

It is generally suggested that a moderate level of tolerance of ambiguity should be beneficial for effective language learning. Ely claims “[t]he ideal case, of course, is that of the learner who is neither inhibited by low tolerance of ambiguity nor oblivious to linguistics subtleties” (Elly, 1995, p. 93). However, Kazamina (1999) purports that this mid-point has not yet been fully defined. To elucidate this mid-point, El-Koumy (2000) illustrated that moderately tolerant students were more successful than both high tolerance students and low tolerance students. His findings are illustrative of what degree of tolerance is suitable for language learning and reading comprehension. Yet, more research is needed to understand the nature and place of AT in the process of reading in a foreign language and in influencing L2 anxiety.

# 1.3. Purpose of the Study

This study focuses on AT in reading in a foreign language, which can itself prove to be rather ambiguous. Apart from linguistic forms and text structures which students are supposed to tackle for successful comprehension of texts, they often have to survive with their incomplete background knowledge (Alderson, 2000; Carrell, 1987; Carrell & Eisterhold, 1983) and compensate for the lack of crucial elements to complete the task of comprehension (Grabe & Stoller, 2002). Further, people from different cultural backgrounds bring different expectations and habits to the language learning environment, which involves establishing shared meanings. Making sense of different cultural norms can also cause ambiguity (Lustig & Koester, 1993) and increase the cognitive load of learning which may negatively influence reading comprehension (Alptekin, 2006).

The purpose of the present study is to examine the relationship between Iraqi EFL learners’ ambiguity tolerance, L2 anxiety, and reading achievement.

# 1.4. Significance of the Study

Many of the ambiguous situations are also common in language learning, be it in the classroom with a group of students (Ely, 1995) or individually when people engage in self-instructed language study (White, 1999). This is simply because both linguistic input and cultural knowledge is very likely to constitute one of the ambiguous situations described above. As such, in the simplest sense when students encounter new lexical and grammatical structures, they often face shortage or even a lack of information, multiple meanings, vagueness, and so on (Chapelle & Roberts, 1986; Grace, 1998). Ambiguity in language learning can cause anxiety (Ehrman, 1999; Oxford, 1999), which may create “a degree of apprehension and frustration which may ... [be] deleterious to progress” (White, 1999: 456).

This study is probably going to be useful for Iraqi EFL students as it might give them significant information around three significant factors in the EFL learning setting. Such information may enable them to settle on including or utilizing certain exercises and methods to meet the prerequisites of the factors researched and eventually improve the Iraqi student's condition of EFL learning.

Finding the connection between' Iraqi EFL anxiety on one side and EFL reading achievement and ambiguity tolerance on the other does not just give information around one variable, yet it helps knowing which of the two factors has more influence on students’ reading achievement. This might be eventually noteworthy in lessening the negative and debilitative impacts of uneasiness.

# 1.5. Research Questions

The following research questions were investigated in the present study:

1. Is there any relationship between Iraqi EFL students’ L2 anxiety and their reading achievement?
2. Is there any relationship between Iraqi EFL students’ tolerance of ambiguity and their L2 anxiety?
3. Is there any relationship between Iraqi EFL students’ ambiguity tolerance and their reading achievement?

# 1.6. Research Hypotheses

The following research hypotheses were posed in this study:

1- There is not any significant relationship between Iraqi EFL learners’ L2 anxiety and reading achievement.

1. There is not any significant relationship between Iraqi EFL learners’ ambiguity tolerance and L2 anxiety.
2. There is not any significant relationship between Iraqi EFL learners’ ambiguity tolerance and reading achievement.

# 1.7. Limitations of the Study

The present study is, in any case, constrained in number of ways. In the first place, because of practicality contemplations, the members were picked by convenience sampling Second, the present examination studied EFL students in Missan: College and distinctive language establishments in Missan. In this manner, the investigation ought to be re-conducted with research from language foundations in different districts of nation to guarantee the generalizability of the findings. Third, because of the need of having high number of participants, a higher number of classes should participate in the investigation; while gathering this amount of information would be an extremely tedious job. Then again, the higher number of required members, the higher number of potential reluctance to participate. A fourth confinement is that measurement of these variables may not demonstrate real and natural, so the legitimacy of these instruments could be problematic.

# 1.8. Definition of key words

Tolerance of ambiguity as a general factor related to social orientation Frenkel-Bruswik (1948). Brown (2000) considered tolerance of ambiguity as a factor to successful language learning (p. 114). Elis (1994) defined tolerance of ambiguity as a kind of ability to handle ambiguous conditions well without being frustrated. Budner (1962) defined tolerance of ambiguity as the tendency to perceive on certain conditions as desirable (p. 29) According to Furnham and Ribchester (1995), tolerance of ambiguity refers to the way that a person process information in ambiguous condition, as an example when they face by unfamiliar or difficult cues. Second language tolerance of ambiguity (SLTA) considered as a characteristic of the "good learner" because such a learner is comfortable with uncertain conditions and try at different guesses (Rubin, 1995, p. 45).

Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object” (Hilgard, Atkinson, & Atkinson, 1971, as cited in Scovel, 1991, p. 18). Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001, p. 113). Psychologists make a distinction between three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is relatively stable personality characteristic, „a more permanent predisposition to be anxious‟ (Scovel, 1978, as cited in Ellis, 1994, p. 479) while state anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983, as cited in Horwitz, 2001, p. 113). The third category, Situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991a, as cited in 2001, p. 113). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994, p. 480).

" Anxiety is a mental build, regularly depicted by therapists as a condition of misgiving, a dubious dread that is just in a roundabout way connected with an item" (Hilgard, Atkinson, and Atkinson, 1971 refered to in Scovel, 1991: 18). Nervousness, as saw naturally by numerous language students, contrarily impacts language learning and has been seen as one of the most profoundly analyzed factors in the entirety of brain science and instruction (Horwitz, 2001, p.113). Therapists make a differentiation between three classes of nervousness: attribute tension, state uneasiness, and circumstance explicit tension. Quality nervousness is moderately steady character trademark,” a progressively changeless inclination to be anxious‟ (Scovel, 1978, as cited in Ellis, 1994, p. 479) while state uneasiness is a transient tension, a reaction to a specific tension inciting upgrade, for example, a significant test (Spielberger, 1983, as cited in Horwitz, 2001, p. 113). The third classification, Situation-explicit uneasiness, alludes to the persevering and multi-faceted nature of certain nerves (MacIntyre & Gardner, 1991a). It is excited by a particular kind of circumstance or occasion, for example, open talking, assessments, or class interest (Ellis, 1994, p. 480).

Second or Foreign Language Anxiety: Anxiety when associated with leaning a second or foreign language is termed as second/foreign language anxiety‟. It is a complex and multidimensional phenomenon (Young, 1991, as cited in Onwuegbuzie et al., 1999, p. 217) and can be defined as “a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (McIntyre & Gardner, 1994, as cited in 1999, p. 217). It has been found that the feelings of tension or nervousness center on the two basic task requirements of foreign language learning: listening and speaking (Horwitz et al., 1986, p. 29) because, in interaction, both the skills cannot be separated.

# Chapter Two:

# Review of the Related Literature

This section presents literature and previous studies related to TA and Anxiety. In so doing, each construct is first defined, and then empirical studies on each one is presented and explained.

# 2.1. Historical View of the Concept of Tolerance of Ambiguity (TA)

The concept of tolerance of ambiguity (TA), which was originally developed by Frenkel-Brunswik (1948), has attracted a great deal of research over the last 60 years (Merrotsy, 2013). Her paper, that related TA to authoritarianism, has since been cited nearly 10,000 times (Adorno, Frenkel-Brunswik, Levinson, & Sanford, 1950). TA has generally been conceived as a personality variable or individual difference factor (Budner, 1962) and has been used in a variety of applied fields, including clinical psychology (Lachance et al., 1999), medicine (Geller et al., 1993) and organizational behavior (Judge et al. 1999). This paper attempts to update review by Furnham (1994) and Furnham and Ribchester (1995) on the conceptions, correlates and measurement of TA.

Frenkel-Brunswick (1949) defined TA as an emotional and perceptual personality variable. She was influenced by the work of Jaensch (1938) whose work was to influence many others (Eysenck, 1954). She concluded: “In the present paper, an attempt was made to discuss denial of emotional ambivalence and intolerance of cognitive ambiguity as but different aspects of what may be a fairly coherent characteristic. An underlying emotional conflict between glorification and hostility in the attitude towards parents, sex and one’s own social identity previously demonstrated in children inclined toward rigid social dichotomizing as revealed by ethnic prejudice is taken as the impetus for experiments in memory, perception, and related topics, devised to test tolerance of ambiguity on an emotionally more neutral ground.

## 2.1.1 Conceptual and Definitional Issues (ambiguity)

Other comparative ideas have been portrayed which are unmistakably fundamentally the same as TA like Vulnerability Shirking and Hazard Taking Penchant. Hofstede (1984) perceived vulnerability evasion as a trait of societies and built up a vulnerability shirking record. The dispersion of the character variable "vulnerability evasion" has been examined in various social orders, therefore making it a "sociological variable", where vulnerability shirking was characterized as "the degree to which individuals feel compromised by equivocal circumstances, and have made convictions and organizations that attempt to maintain a strategic distance from these" (p. 419). Most researchers inspired by vulnerability shirking are culturally diverse or hierarchical therapists who are keen on looking at gatherings of people, as opposed to considering it to be an individual inclination or quality. As a result, these analysts appear not to have created numerous self-report proportions of vulnerability shirking.

There is likewise a clinical writing on Resilience of Vulnerability (TU) which has been imagined as a psychological air that presents danger of Summed up Tension Issue (Birrell, Meares, Wilkinson and Freeston, 2011). Different self-report mea-sures have been created which are frequently approved against proportions of nervousness, melancholy and stress (Carleton, Norton and Asmundson, 2007). TU is related with stresses and negative desires for the future and is in this manner frequently engaged with research of uneasiness issue (Ladouceur et al., 2000). TU is generally estimated utilizing the Prejudice of Vulnerability Scale (Freeston et al., 1994), which is comprised of 27 things. It's between nal consistency is high, α = 0.91 and Dugas et al. (1997) re-ported a test-retest unwavering quality of 0.78 over a multi week time span. The scale is utilized as a clinical instrument in the determination of Stray (Freeston et al., 1994). It keeps on being inspected for its psychometric properties (Buhr & Dugas, 2002; Fergus & Wu, 2012). Green and Roger (2001) contended that there is a reasonable connection deliver among TA and TU however that the previous is utilized fundamentally in intellectual examinations on basic leadership, memory and perception "which are all situated towards subjective procedures as opposed to pressure and feeling" (p. 521). They built up a three factor scale two variables of which (passionate vulnerability and psychological vulnerability) were humbly related (respec-tively: *r* = .18 and *r* = .37, *N* = 204). In their audit of the factor diagnostic investigations of the most popular scale in the zone, Birrell et al (2011) discovered proof of two variables: Want for Foresee capacity and Dynamic Commitment in Looking for Assurance; and Dad analysis of Perception and Discernment Even with Vulnerability. The TA, TU and vulnerability shirking ideas have been utilized reciprocally (Stewart, Carland, Carland, Watson, & Sweo, 2003; McLain, 1993; Majid & Pragasam, 1997; Grenier, Barrette, & Ladouceur, 2005) yet endeavors have been made to show that the ideas are not indistinguishable. Ellsberg (1961) de-fined equivocalness as an absence of data that is important to comprehend a circumstance or to recognize the entirety of the conceivable out-comes. Krohne (1989, 1993) presumed that while equivocalness is a property of the upgrade, vulnerability is the enthusiastic express that is incited by it. Grenier et al. (2005) contended that the primary distinction among TA and TU is the time period alluded to. TA portrays a quality that spotlights on a person's response to a questionable circumstance in the present. TU, then again, portrays a future-orientated quality, where the individual is re-acting to the vulnerability of things to come. This segregation mostly clarifies why the TA and TU writing will in general have sep-arate zones of core interest. TA is utilized in the psychological and experi-mental writing and TU in the clinical writing.

Hazard taking inclination is additionally fundamentally the same as TA (McLain, 2009). Lauriola, Levin and Hart (2007) contend that there is a stable dispositional characteristic that underlies hazardous basic leadership and basic leadership under equivocalness in test undertakings. Ellsberg (1961) recognized choices under equivocalness from unsafe basic leadership as far as information on results and probabilities: Social choice researchers as a rule characterize uncertain basic leadership as a circumstance in which there is an obscure circulation of result probabilities for in any event one of the choices. Though the probabilities are known in dangerous basic leadership, however results are definitely not.

Anyway it stays genuine that regardless of work on these unobtrusively extraordinary and related ideas there is still no exceptionally clear drama tional meaning of TA at the feature level or a reasonable differentia-tion between the appearances and corresponds of TA. Nor has there been any solid hypothetical advancement in the zone. Both may represent the unfaltering, yet unsuitable, advancements in the region.

## 2.1.2 Correlational Studies

There have been numerous endeavors to take a gander at the simultaneous, concurrent and discriminant legitimacy of TA with considers correlating scores with other set up measures. The majority of the work here stays correlational.

The connections among TA and other character factors have been upheld by relationships in self-report question-naires and has been utilized to approve sizes of TA. Budner's (1962) 16-thing scale emphatically connected with dictatorship and this was utilized as proof of build legitimacy. Macintosh Donald's (1970) AT-20 associated with Rokeach's opinion scale and the Walk's A Scale corresponded with ethnocentrism (O'Connor, 1952).

Connections likewise exist with different types of estimation of TA. Million (1957) measure TA by the autokinetic phenome-non and found an association with dictatorship. Anyway regardless of some proof for this relationship, inquire about has not constantly demonstrated convincing. For instance, Feather (1969) found that the Budner scale's estimation of TA didn't identify with unyieldingness.

We set about a broad quest for all TA and TU papers distributed since 1995. Numerous essentially referenced the ideas, and we chose to survey just those which had really utilized a proportion of TA or TU in the examination. We at that point chose to unthinkable late the outcomes indicating the scope of papers distributed, what estimates they utilized and what they found. These are appeared in Table 1 where 30 investigations are inspected.

Since subtleties of the investigations are given in the table the outcomes won't be considered in detail. Or maybe, four perceptions from this exploration exertion can be abridged. To start with, they utilize a wide scope of proportions of TA, not all of which correspond profoundly with one another. Second, many have unassuming populace gatherings, however a number have populaces more than 200. Third, the quantity of factors related with proportions of TA were amazingly shifted from craftsmanship inclination, however character strife to intuition style. There appeared to be no topical or master grammaticism exertion on any exploration bunch here. Connections would in general be unobtrusive. Fourth, most investigations had their theories affirmed indicating how TA was adroitly identified with an assortment of different measures and behavior's.

## 2.1.3 Experimental Works

There have additionally been a couple of trial contemplates here. Anyway they have been the exemption as opposed to the standard. For example Lauriola and Levin (2001) structured an ecologi-cally legitimate analysis that looked at mentalities towards ambigu-ity and hazard. They demonstrated that distinctions in frame of mind towards vagueness are steady with dispositions towards chance, in that an inclination for the equivocal predicts an inclination for a dangerous alternative. Anyway on further assessment, the relationship possibly demonstrated huge when members were maintaining a strategic distance from a misfortune in the Risky Decision-production Task instead of looking for an addition. It was reasoned that the additional preparing in the "misfortune" condition implied that frames of mind towardsequivocalness were increasingly significant in the basic leadership methodology. Lauriola, Levin and Hart (2007) rehashed this examination and found that the Ambiguity-Probability Tradeoff task adversely related with a TA self-report survey (MSTAT-I) (r = −.15; p < 0.05) just as idealism scores on the Life Orienta-tion Test-Revised, and decidedly connected with lament based choice style. A high score on this undertaking anticipated consequent dangerous decisions in a subsequent report a month later. It was likewise prescient of later questionable decisions in an alternate space. These discoveries bolster the presence of a stable dispositional quality fundamental responses to hazard and vagueness.

## 2.1.4 The Measurement of TA

Given that the TA build has been around for such a long time, it is nothing unexpected that various estimates exist (see Table 2). To date we have discovered 8 self-report measures. Anyway we air conditioning information other, unpublished, tests are recorded (Saunders, 1955) or those where minimal psychometric work was endeavored (Eysenck, 1954). Eysenck's initial measure was a basic 14-thing genuine bogus test yet seemed to have great simultaneous legitimate ity. He wrote about a non-verbal pictorial narrow mindedness of ambi-guity test which was 8 drawings of a canine transforming gradually and by degrees into a feline. The anticipated and affirmed speculation was that inflexible individuals would keep on sticking to the first "hound" idea long after it had transformed into a feline.

The vast majority of the trial of TA are anyway self-report question-naires. A standout amongst other known and all around utilized scales here was created 30 years back by Budner (1962) who formulated a 16-thing (half positive, half negative) scale which was portrayed in extraordinary detail. He contended that every thing needed to tap at any rate one hypothesized pointer of saw risk, in particular phenomenol-ogical entries or refusal, employable accommodation or forswearing. Things alluded to one of both of three sorts of questionable circumstances: oddity, multifaceted nature and insolubility. The scale was approved on 17 extraordinary, for the most part understudy, populaces and demonstrated to be free of passive and social attractive quality reaction inclinations. Despite the fact that the test relationship was great (0.85 more than 2 months) the interior alpha was poor (0.49). Different types of legitimacy were inspected including simultaneous and build.

Budner's scale was related with rankings of people based on short accounts, peer appraisals, and proportions of ordinariness, confidence in divine power, attendence at strict administrations, stubbornness about strict convictions and frames of mind to oversight. The complete scale likewise associated decidedly with au-thoritarianism, optimism of and accommodation to guardians, Machiavellianism, profession decision in therapeutic understudies and so on. Not every one of the relationships were critical and most were in the 0.20 to 0.40 territory yet they were adequately reliable to recommend that the measure had content, simultaneous and build legitimacy. The wording of things in this scale have been scrutinized for their inability to speak to the suitable boost, or even propose uncertainty by any means (McLain, 2009). The things are likewise contended to be jumbled by reference to explicit circumstance, which may evoke deluding responses. Budner considered TA to be a "vague" quality that doesn't prompt explicit practices or assessments that are not appearances of TA itself.

## 2.1.5 Ambiguity Tolerance (AT) and language learning

A large number of the questionable circumstances are likewise regular in language learning, be it in the homeroom with a gathering of understudies (Ely, 1995) or exclusively when individuals participate in self-trained language study (White, 1999). This is just on the grounds that both semantic info and social information is probably going to comprise one of the uncertain circumstances portrayed previously. In that capacity, in the most straightforward sense when understudies experience new lexical and linguistic structures, they frequently face deficiency or even an absence of data, numerous implications, ambiguity, etc (Chapelle and Roberts, 1986; Grace, 1998). Vagueness in language learning can cause tension (Ehrman, 1999; Oxford, 1999), which may make "a level of trepidation and disappointment which may ... [be] pernicious to advance" (White, 1999: 456). This investigation centers around AT in perusing in an unknown dialect, which would itself be able to demonstrate to be fairly equivocal. Aside from etymological structures and content structures which understudies should handle for effective perception of writings, they frequently need to make due with their inadequate foundation information (Alderson, 2000; Carrell, 1987; Carrell and Eisterhold, 1983) and make up for the absence of essential components to finish the assignment of cognizance (Grabe and Stoller, 2002). Further, individuals from various social foundations carry various desires and propensities to the language learning condition, which includes building up shared implications. Understanding diverse social standards can likewise cause equivocalness (Lustig & Koester, 1993), what's more, increment the psychological heap of realizing which may contrarily impact understanding cognizance (Alptekin, 2006; Erten & Razı, in press).

Ely (1989) characterizes AT as the acknowledgment of vulnerabilities. Such resilience can be converted into the language learning setting as "a capacity to manage equivocal new upgrades without dissatisfaction or without bids to power. It takes into account vague as opposed to unbending classification" (Ellis, 1994, p. 518). In this sense, understudies with AT, at that point, are relied upon to feel good with learning another dialect with its vulnerabilities and obscure basic and social standards to be managed. McLain (1993), for instance, reports that understudies who are tolerant of uncertainty are all the more ready to go out on a limb and open to change (Rubin, 1975; Stern, 1975; Naiman, Frohlich, Stern, & Todesco, 1978) and show continuance on undertakings and more significant levels of accomplishment (Chapelle, 1983; Naiman, Todeso, & Froclich, 1975). Also, White (1999) sees AT as a response to vulnerabilities whereby vagueness is obliged with the goal that it doesn't block progress Our degree of AT may likewise impact the utilization of certain language learning methodologies. Ehrman and Oxford (1990) found that students with instinctive sorts of characters who have moderately more elevated levels of AT detailed that they frequently speculated from setting while detecting kind of characters with lower AT revealed that they despised speculating from setting. Further, students, who are called judgers, announced not utilizing remuneration methodologies like the detecting sort of understudies as a result of their uneasiness with vagueness, though perceivers who can endure vulnerability would in general use pay procedures more. In addition, judgers would in general utilize all the more arranging methodologies as metacognition while perceivers revealed that they hated metacognitive practices, mirroring their resistance of vagueness. All the more as of late, Nishimo''s (2007) contextual investigation of two Japanese students of English additionally represented the impact of AT on the utilization of techniques. The principal understudy who was OK with uncertainty would not like to utilize a lexicon in broad perusing and needed to continue without looking into obscure words. In any case, the second understudy who was not all that tolerant "first made sense of the sentence structure, checked the implications of obscure words, and afterward made an interpretation of it into Japanese" (in the same place: 89) to limit any conceivable vagueness.

Ehrman (1993; 1999) keeps up that resilience of equivocalness works at three distinct levels: consumption; resistance of uncertainty legitimate; and convenience. On the primary level, resilience empowers students to get etymological information. Understudies with resilience of equivocalness can see and acknowledge new data despite the fact that it includes numerous obscure components. The subsequent level includes being capable "to hold conflicting or deficient data without either dismissing one of the opposing components or coming to untimely conclusion on an inadequate composition" (1993, p. 331). At this level, the student has taken new data in and requirements to manage conflicting or fragmented data (for example gathering implications of obscure jargon in an article). The last level has been acquired from constructivist brain research (Piaget, 1967) and includes adjusting oneself as per new material. That is, this level involves coordinating new data with the current schemata, rebuilding the last mentioned.

Investigation into resilience of uncertainty so far has concentrated on its relationship to other character characteristics (Ehrman & Oxford, 1990), language accomplishment (Chapelle & Roberts; 1986; Naiman, et. al. 1978; Lori, 1990), and understanding appreciation (El-Koumy, 2000). The consequences of these investigations recommend that there might be sure relationship between the level of resistance and the degrees of language accomplishment. Chapelle and Roberts (1986), for instance, outline that resilience of equivocalness is one of the components related to end-of-term accomplishment in numerous decision sentence structure tests, transcription tests, and parts of talking tests. Resistance of equivocalness has likewise been demonstrated to be identified with accomplishment in listening appreciation and impersonation undertakings by Naiman et. al. Lori, as well, distinguished a positive connection between resistance of uncertainty and English accomplishment.

Identified with this investigation, El-Koumy (2000), the main examination that we could recognize managing equivocalness resistance and understanding perception, additionally found a positive connection between resilience of vagueness and understanding appreciation. Having grouped tertiary level students of English, he managed a general resistance of uncertainty scale (Norton, 1975) and perusing cognizance subtest of TOEFL. His outcomes demonstrated that the center equivocalness resistance bunch outscored both the low and high resilience gatherings. There was no distinction between the high and low resilience gatherings.

AT has likewise been demonstrated to be one of the significant full of feeling factors in perusing. Kondo-Brown (2006) distinguished evasion of equivocalness as a factor in her quest for understanding full of feeling factors in understanding capacity. Correlational investigation uncovered a cozy connection among AT and inherent inspiration. She remarks that "just those with higher natural direction are bound to work at understanding Japanese. These understudies are likewise bound to be tolerant of equivocalness in learning Japanese and embrace diagnostic methodologies in examining kanji" (in the same place: 63). This was with regards to what Chapelle (1983) depicted as longer perseverance on assignments when understudies had more significant levels of AT.

## 2.1.6 How much Tolerant should learners be of ambiguity?

Ambiguity is an inevitable reality of learning another language and individuals will in general have various degrees of vagueness. As audited above, look into shows that AT is identified with accomplishment in language learning. In any case, concerns have additionally been communicated with respect to over resilience. This is on the grounds that such elevated levels of resilience may bring about unchallenged acknowledgment (Ely, 1995; Kazamina, 1999). Ely keeps up that the absence of affectability to equivocal etymological information may cause early pidginization or fossilization in language improvement. The inquiry at that point becomes "what level of vagueness is perfect for achievement in language learning?" It is by and large recommended that a moderate degree of resilience of equivocalness ought to be gainful for compelling language learning. Ely guarantees "[t]he perfect case, obviously, is that of the student who is neither restrained by low resilience of uncertainty nor neglectful of phonetics nuances" (on the same page: 93). Nonetheless, Kazamina (1999) implies that this mid point has not yet been completely characterized. To clarify this mid-point, El-Koumy (2000) delineated that reasonably tolerant understudies were more fruitful than both high resistance understudies and low resilience understudies. His discoveries are illustrative of what level of resistance is appropriate for language learning and understanding perception. However, more research is expected to comprehend the nature and spot of AT during the time spent perusing in an unknown dialect.

# 2.2 Anxiety

When studying anxiety, there is a questions: Is learning and using a foreign language mainly apparent at lower levels of language competence, or is anxiety also relevant at higher levels of proficiency? While considerable research has been conducted on the various sources of foreign language anxiety at the beginning stages of language learning, relatively little is known about anxiety at more advanced levels. To fill this gap, a small scale qualitative inquiry ( Tóth, 2011) examined the construct of foreign language anxiety in the case of advanced-level language students: English majors. It aims to provide an insight into the nature and sources of L2-related anxiety from the advanced learner’s perspective: through the personal accounts of anxious learners themselves. The participants were students with high levels of foreign language anxiety, selected from a larger group of English majors based on their scores on the Hungarian version of the Foreign Language Classroom Anxiety Scale. They took part in a one-on-one in-depth interview concerning their learning and communication experience in EFL. The findings show that foreign language anxiety is not restricted to the early, beginning stages of language learning. Implications for teachers of foreign languages who teach advanced-level classes are discussed (Tóth, 2011).

Anxiety is one of the most essential predictors of L2 achievement14. 9 examined the levels of Korean language anxiety. The result showed that increase in anxiety level among the first year students, which is related to communicative apprehension. In addition, many learners have increased in test anxiety15. 8 examined L2 learners’ anxiety among adult refugees from Latin America to Australia. The adult immigrants have high in anxiety especially in L2 communication. Similarly, the author 7 conducted a case study among ten female Arabs learners. The female learners’ felt more anxious, this is because of various teaching method and mandatory to speak in English inside the classroom. The anxiety level increases, poorer the English comprehension6. The authors 13 examined FL classroom anxiety among 156 English as Foreign Language (EFL) learners in the context of multilingualism in Turkey. Due to different cultural settings, the learners’ have higher in language anxiety. In contrast, author11 reviewed that in South African context the learners acquired L2 language in multilingual rather than monolingual classroom. The authors 16 carried out a comparative study between low-level and high-level multilingual second language learners by using FLCAS. The multilingual foreign language other than English has an effect on level of English language anxiety. The authors identified that the learners have higher in level of English use anxiety subsequently they are happy to use English language inside their classroom. A study was carried among Hebrew speakers’ anxiety on English reading and writing. The result showed that moderate negative correlations with anxiety and reading comprehension.

Research discoveries propose that despite the fact that this tension, specific to language learning, shares certain qualities with nerves like correspondence trepidation (McCroskey,1970), dread of negative assessment (Watson and Friend, 1969), and test uneasiness (Sarason, 1978), it isn't simply the aggregate of these progressively broad types of nervousness moved to language learning (Horwitz, Horwitz, & Cope, 1986; Horwitz, 1986). Or maybe, it is seen as a "particular complex of self-discernments, convictions, sentiments, and practices identified with study hall language taking in emerging from the uniqueness of the language learning process" (Horwitz et al., 1986, p.128). What makes this uneasiness, called unknown dialect tension (FLA), not quite the same as other scholarly nerves is an extraordinary metacognitive component, which shows itself in students' mindfulness that "denied" of their typical methods for correspondence (i.e., the L1) they are to impart by means of a language in which they don't have full capability. This should involve sentiments of insufficiency as far as scholastic accomplishment as well as a result of the personal connection among language and self-articulation, as far as self-introduction also (Schlenker & Leary, 1985). Mindful of their semantic restrictions, language students may encounter a sentiment of divergence between their "actual" self and a progressively constrained self they can introduce in the L2 (Horwitz et al., 1986). This is on the grounds that "language and self/character are so firmly bound, if in reality they are not one and something very similar, that an apparent assault on one is an assault on the other" (Cohen & Norst, 1989, p.76). It is protected to state that the better order of a FL the students have, the more proficiently they can utilize it as a method for correspondence; thus, the more uncertain they are to encounter the above sentiments of deficiency hastening tension. Sensible as it might appear that L2-related uneasiness ought to be increasingly inescapable and higher in degree toward the starting phases of learning a language than at further developed degrees of L2 fitness, exact discoveries recommend that the connection between students' capability and unknown dialect nervousness isn't as direct as it appears. In various investigations, starting students were in reality found to convey more elevated levels of L2-related nervousness than students at further developed levels (e.g., Gardner, Smythe, and Brunet, 1977; Gardner, Lalonde, and Pierson, 1983). Based on these discoveries MacIntyre and Gardner (1991, 1993) infer that "as experience and capability increment, uneasiness decreases in a genuinely predictable way" (1991, p.111), which, by suggestion, proposes that tension levels are most elevated at the beginning periods of language learning and that nervousness turns out to be to a lesser degree an issue for further developed students. A few investigations have loaned further exact help to this view (e.g., Frantzen and Magnan, 2005); nonetheless, opposite proof was found in a few others. Onwuegbuzie et al.(1999) found no huge contrasts among the nervousness levels of starting, middle of the road and progressed unknown dialect students. Liu (2006), who inspected nervousness in EFL students at three distinctive capability levels, didn't discover noteworthy contrasts in tension among the three gatherings either.

Likewise, Pichette's (2009) study reports no distinction in uneasiness between first-semester language understudies and their increasingly experienced companions. In addition, various investigations have shown that cutting-edge students score higher on tension than their lower level partners (cf. Cheng, 2002; Kitano, 2001; Marcos-Llinás and Garau, 2009; Saito and Samimy, 1996); and a few analysts even recommend that unknown dialect nervousness might be a significant issue for language students as well as for non-local language educators (Horwitz, 1996; Heitzmann, Tóth, and Sheorey, 2007; Rodriguez, 1995). Some subjective investigations of L2-related tension likewise report elevated levels of nervousness among cutting edge level students. Ewald (2007) for example analyzed unknown dialect uneasiness in upper-level Spanish classes and found that numerous understudies professed to encounter more nervousness in these classes than in lower-level language learning courses (see additionally Hilleson, 1996). As confirm by these conflicting discoveries, the job of capability in L2-related nervousness is a zone where further research is required. Because of noteworthy advances in principle and estimation since the mid-1980s, L2-related tension has gotten one of the major, most profoundly analyzed mental factors in second language look into, researched among students of differing objective dialects (TL) in different instructional settings (for reviews, see Gardner and MacIntyre, 1993; Horwitz, 2001; MacIntyre and Gardner, 1991; MacIntyre, 1999; Young, 1991, 1994). Be that as it may, as most past investigations have concentrated on students toward the start or moderate level, generally little is thought about tension at the further developed phases of L2 learning. In spite of the fact that it has been voiced in the exploration writing that more consideration ought to be paid to uneasiness at more elevated levels of capability, hardly any examinations have concentrated explicitly on cutting edge students (Ewald, 2007; Horwitz, 1996; Pappamihiel, 2002; Phillips, 2003; Young, 1986). This examination expects to fill this hole by looking at the build of unknown dialect nervousness on account of cutting edge level language understudies: English majors in a Hungarian EFL setting.

## 2.2.1 Causes of Language Anxiety?

Since language nervousness is a mental develop, it in all probability originates from the learner ''s possess, self'', i.e., as an inborn spark (Schwartz, 1972; refered to in Scovel 1991: 16), e.g., their self-observations, discernments about others (peers, instructors, conversationalists, and so forth.) and target language correspondence circumstances, his/her convictions about L2/FL learning and so on. Language tension might be an outcome just as a reason for inadequate order of the objective language (Sparks and Ganschow; as cited in Horwitz, 2001, p. 118). In other words, it might be experienced because of phonetic

challenges L2/FL students face in learning and utilizing the objective language. Inside social settings, language uneasiness might be experienced because of extraneous sparks (Schwartz, 1972; refered to in Scovel, 1991: 16, for example, extraordinary social also, social conditions, especially the situations where L1 and L2/FL learning happens. Additionally, the objective language is a portrayal of another social network; there is an inclination among certain individuals to experience such uneasiness in view of their own interests about ethnicity, strangeness, and so forth (Gardner refered to in Horwitz and Young, 1991: viii). Economic wellbeing of the speaker and the conversationalist, a feeling of intensity relations among them, and sexual orientation could likewise be significant factors in causing language nervousness for L2/FL speakers. A further definite examination of these variables might help language educators to ease nervousness in the study hall setting and to make the homeroom condition less uneasiness inciting and henceforth to improve learners''execution in the objective language.

## 2.2.2 Previous Studies

Tóth (2009) carried out a small scale, qualitative inquiry a follow-up to a questionnaire survey of the scope and severity of English major students’ foreign language anxiety (Tóth, 2009). That study revealed that the FLA mean score of the investigated sample of Hungarian EFL majors was not remarkably different from those of lower proficiency learners reported in previous studies using the same anxiety instrument (cf. Aida, 1994; Bailey et al., 1998; Horwitz et al., 1986; Tallon, 2009). What is more, it was significantly higher than that of a non-English major comparison group from the same university who had studied the language for a shorter period of time than the English majors and who were enrolled into pre-intermediate English classes (i.e., were less proficient than them in the TL). Although most English majors did not score high on FLA, a sizeable minority (22.2 %) reported high levels of TL-related anxiety. The participants of this study are those English major students whose FLA levels were found to be the highest in the sample. To explore the specific sources that precipitate anxiety in advanced-level learners and gain an insight into the nature and workings of FLA from the perspective of learners themselves, these highly anxious EFL majors were interviewed about their learning and communication experiences in the target language. It does not fall within the scope of this article to give an account of all the rich data yielded by the interviews; the paper focuses on participants’ in-class experiences. It aims to examine how advanced learners’ foreign language anxiety can be characterized and what factors account for its development.

## 2.2.3. Early Studies

Many of the early studies in this area were psychometric studies that attempted to construct a valid, self-report, measure of TA. Budner (1962) defined TA as “the tendency to perceive ambiguous situations as desirable” and set about one of the first measures in the field. Budner’s (1962) paper has been cited over 1000 times.

McLain (1993) included contextual information, defining TA as “a range, from rejection to attraction, of reactions to stimuli perceived as unfamiliar, complex, dynamically uncertain or subject to multiple conflicting interpretations” (p. 184). There has expectedly been debate on the dimensionality of the TA concept.

Some studies have lent further empirical support to this view (e.g., Frantzen & Magnan, 2005); however, contrary evidence was found in several others. Onwuegbuzie et al. (1999) found no significant differences among the anxiety levels of beginning, intermediate and advanced foreign language learners. Liu (2006), who examined anxiety in EFL learners at three different proficiency levels, did not find significant differences in anxiety among the three groups either. Similarly, Pichette’s (2009) study reports no difference in anxiety between first-semester language students and their more experienced peers. Moreover, a number of studies have indicated that advanced learners score higher on anxiety than their lower level counterparts

(Cheng, 2002; Kitano, 2001; Marcos-Llinás & Garau, 2009; Saito & Samimy, 1996); and some researchers even suggest that foreign language anxiety may be an important issue not only for language learners but also for non-native language teachers (Horwitz, 1996; Heitzmann, Tóth, & Sheorey, 2007; Rodriguez, 1995).

Some qualitative studies of L2-related anxiety also report high levels of anxiety among advanced-level learners. Ewald (2007) for instance examined foreign language anxiety in upper-level Spanish classes and found that many students claimed to experience more anxiety in these classes than in lower-level language learning courses ( Hilleson, 1996).

## 2.2.4. Uncertainty and anxiety

At the heart of William Gudykunst’s (2005) anxiety/uncertainty management (AUM) theory, Gudykunst focuses on what makes up effective communication between cultural in-groups and strangers, in other words, “situations where differences between interlocutor’s spawn doubts and fears” (Griffin, 2011, p. 427).

Anxiety and uncertainty need to be managed by being mindful for communication to be effective. In one of his 47 axioms, he posits that: “An increase in our tolerance for ambiguity will produce a decrease in our anxiety. This axiom holds only when our anxiety and uncertainty are between our minimum and maximum thresholds” (Gudykunst, 2005, p. 298).

The maximum threshold of anxiety is reached when people become paralyzed with fear: “they no longer can concentrate on the message or the messenger, they fall back on negative stereotypes or simply withdraw from the conversation” (Griffin, 2011, p. 431).

Thompson and Lee (2012) utilized factor investigation of the Unknown dialect Homeroom Tension Scale (FLCAS) information gathered from Korean EFL understudies to recognize a factor they named as "dread of uncertainty in English." The writers bring up that this factor had been undetected in past research including the FLCAS (p. 18). The factor has "11 things showing a terrified inclination when not all things are comprehended in English just as a general aversion and anxiety about English and English courses, clarifying 3.33% of the difference" (p. 10). Dewaele and Li Wei (2013) researched the connection among multilingualism and TA among 2158 mono-, bi-and multi-linguals. Monolinguals and bilinguals scored essentially lower on TA contrasted with members knowing at least three dialects. Members with significant levels of capability in different dialects scored higher on TA. A stay abroad of over 3 months was likewise connected to higher TA in spite of the fact that the impact leveled off following one year abroad. The creators contend that their discoveries show that a significant level of multilingualism makes people more quiet in managing equivocalness, while recognizing that the causal pathway could be multidirectional, to be specific that a more elevated level of TA can likewise reinforce a person's tendency to get multilingual.

## 2.2.5 Second or Foreign Language Tolerance of Ambiguity and L2 Anxiety

Second Language Tolerance of Ambiguity (SLTA) has been portrayed as an attribute of the "great language student" on the grounds that such a student is "OK with vulnerability . . . also, ready to evaluate his conjectures" (Rubin, 1975, p. 45). Rubin (2008) contended that students who are increasingly alright with vulnerability have a bit of leeway as "change is a necessary piece of the language learning process" (p. 11). One could contend, alluding to Gudykunst's AUM, that these students are additionally better prepared to deal with intercultural correspondence. Ely (1989) characterized SLTA as an intellectual style and a potential predecessor of methodology use. Ehrman and Oxford (1990) likewise characterize SLTA as a subjective style: "Resilience for vagueness is another significant style measurement; the individuals who can all the more promptly endure uncertainty regularly show preferable language learning execution over those with less such resistance" (p. 311). The creators recommend that students with explicit character profiles might be pretty much liable to score high on SLTA. Utilizing the Myers-Briggs Type Stock, they proposed that sensers, judgers and scholars have less SLTA than instinctive, seeing and feeling types individually (p. 319). The last measurement might be especially significant: "Feeling understudies may endure particular sorts of uncertainty, e.g., about syntactic structure, more than their reasoning colleagues" (Ehrman, 1993, p. 337). Notwithstanding, Effortlessness (1998) found no contrasts between character types in a trial to build up the impacts of equivocalness on jargon maintenance in a L2. Doughty et al. (2010) recommend that the advantages of SLTA for the FL student might be connected to the capacity to hold unintelligible parts of contribution to memory: "Resistance of uncertainty is the capacity to keep opposing or inadequate contribution to memory. This capacity might be significant for language learning since input that is aimless or appears to be opposing at an early point in language learning may get significant later on in the learning procedure" (p. 18). MacIntyre (individual correspondence) brought up that this brings up the issue of the commitment of the feeling frameworks and their collaboration with on-going comprehension. On the off chance that we acknowledge M. W. Eysenck's attentional control hypothesis (Derakshan and Eysenck, 2009), which sets that characteristic tension makes a kind of isolated consideration task, devouring subjective assets, at that point commitment of nervousness because of low SLTA appears to probably effectsly affect psychologically requesting errands requiring proficient subjective handling, for example, L2 generation. High SLTA probably won't draw in the feeling frameworks similarly yet can be related with more unfortunate results in light of devastated (unquestioning, unconscious) handling. Unknown dialect learning scientists have proposed that moderate degrees of SLTA may be desirable over both low and significant levels, hence resounding Gudykunst's (2005) perception about the boundaries of the vulnerability and nervousness measurements being inconvenient to successful correspondence. Students with a moderate degree of SLTA are probably going to endure similarly longer in FLL than those with low degree of SLTA (Ely, 1989). Ely (1995) called attention to that a student tuning in to a L2 sees questionable information due to absence of nature with emphasize, elocution, obscure words or sentence structure. The perfect student "is neither restrained by low resistance of vagueness nor neglectful of etymological nuances. The understudy who knows about, yet not undermined by, etymological separation, and who regards it as an event for reflection, experimentation and, at last, learning, is the one for whom resistance of ambiguity will be an assistance, not an impediment" (p. 93).

Be that as it may, an excess of SLTA may cause negative impacts, for example, unquestioning acknowledgment and subjective aloofness (Oxford and Ehrman, 1992). Second Language Resistance of Uncertainty could likewise influence FL accomplishment in an increasingly circuitous manner. Oxford and Ehrman (1992) contend that students who have lower SLTA frequently endure diminished hazard taking capacity, while going for broke enough, for instance, which means speculating dependent on foundation information, is valuable and accommodating in FLL (p. 195). Hazard keeping away from conduct may result from foreseen analysis from others or from self-analysis, which may make language practice become limited (Ehrman & Oxford, 1995, p. 69). Wen and Johnson (1996) set up that enduring equivocalness (chance taking) was a methodology group that positively affected L2 English accomplishment of Chinese college understudies. Liu (2012) likewise found that Chinese understudies' (N =934) levels of language class hazard taking were essentially decidedly connected with their presentation in English. Neuroticism was adversely associated with execution in English (p. 42). Shockingly, the immediate connection between FLA/FLCA and SLTA has not been the object of any exact research in SLA up until this point (the extent that we could set up). Few scientists have recommended that FLCA and SLTA might be conversely related. Oxford (1999) noticed that: "Resistance of equivocalness is the acknowledgment of befuddling circumstances. Second language learning has a lot of uncertainty about implications, referents and elocution, and this can frequently raise language uneasiness. In this manner, a level of uncertainty resistance is fundamental for language students" (p. 62).

A comparative view is displayed in Matsuura (2007): "Audience members' resistance of uncertainty conceivably added to bringing down their uneasiness level when tuning in to new speakers and novel discourse content. Nerves just as vagueness resistance appear to assume a significant job in encouraging or obstructing the understandability levels of audience members" (p. 295). Clément and Wen (2003) likewise referenced in their investigation of Chinese ESL students that more elevated level of SLTA may prompt less tension, however the creators' emphasis was more on SLTA and the enthusiasm of taking part in correspondence (p. 31). A nearby take a gander at the FLCAS shows that a few things look like those in the Second Language Resistance of Equivocalness Scale (SLTAS) (e.g., "It alarms me when I don't comprehend what the instructor is stating in the unknown dialect;" and "I get anxious when I don't see each word the language educator says"). Horwitz et al. (1986) may along these lines have accepted that SLTA is a part of FLCA. It isn't amazing then that Thompson and Lee (2012) found that dread of equivocalness rose as a fourth measurement in their factor investigation of FCLA information gathered from Korean EFL understudies.

Horwitz, Horwitz, and Cope (1986) suggested that FLCA is a unique form of anxiety distinct from other general types of anxiety and specific to foreign language learning contexts. The authors describe FLCA as a feeling of worry “associated with an arousal of the autonomic nervous system” (p. 125), which can negatively affect the classroom performance of FL learners. They define FLCA as “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning process”.

Horwitz et al. (1986) conceive FLCA as a situation-specific anxiety consisting of three dimensions: (a) communication apprehension, (b) test anxiety, and (c) fear of negative evaluation. Foreign Language Classroom Anxiety is linked to any activity in the FL, but it is typically most acute for speaking. High levels of FLCA seem to have a negative effect on FLL and FL performanc.e MacIntyre (1994) defined FLA as “the worry and negative emotional reaction aroused when learning or using a second language. MacIntyre and Gardner (1989) reported that General Anxiety and Language Anxiety are two orthogonal, that is independent, dimensions of anxiety. They suggested the following genesis of FLA: Assuming a learner encounters difficulties in FLL in the early stage and becomes anxious and uncomfortable about the feeling of incompetence and making mistakes, then, this leads to state anxiety. If the occurrence of the state anxiety is repeated and an association is formed between the anxiety arousal and FLL, then FLA emerges (MacIntyre & Gardner, 1989).

Dewaele (in press) has contested the view that FLCA and general anxiety are independent of each other. He has found that FLCA was significantly correlated with a basic personality trait reflecting anxiety (Neuroticism) among FL learners in a Catalan and a British university. Foreign language learners who scored high on FLCA were found to score significantly higher on Neuroticism, with both variables sharing up to 25% of variance.

Budner (1962) defined Tolerance of Ambiguity (TA) as the “tendency to perceive ambiguous situations as desirable”. Tolerance of Ambiguity, according to Furnham and Rochester (1995), “refers to the way an individual (or group) perceives and processes information about ambiguous situations when confronted by an array of unfamiliar, complex or incongruent cues. The person with low tolerance of ambiguity.

experiences stress, reacts prematurely, and avoids ambiguous stimuli. At the other extreme of the scale, however, a person with high tolerance of ambiguity perceives ambiguous situations/stimuli as desirable, challenging, and interesting and neither denies nor distorts their complexity of incongruity”. Tolerance of Ambiguity is negatively correlated with measures of rigidity, authoritarianism, Machiavellianism, and dogmatism (Furnham & Ribchester, 1995).

Bochner (1965), a psychologist who regarded TA as a personality trait, categorized primary and secondary characteristics of TA, in which “being anxious” was considered as one of the characteristics of TA belonging to the secondary category (together with dogmatic, rigid, closed minded, aggressive).

In addition, Smock’s (1955) study was also believed to be consistent with the hypothesis that anxiety is a behavioral correlate of TA as a trait, namely that people feel anxious in uncertain and ambiguous situations, and that the level of anxiety aroused depends on their TA.

Dewaele, Petrides, and Furnham (2008) have additionally connected a lower-request character attribute, characteristic Passionate Insight, to informative tension (CA) in the L1, and FLA in the L2, L3 and L4 of grown-up multilinguals. A noteworthy negative relationship was found between levels of FLA in the various dialects of the members and their scores on characteristic Enthusiastic Insight. The creators Guessed that genuinely astute people are better ready to pass judgment on the passionate condition of their questioner, better ready to control their feelings, progressively equipped for withstanding pressure, and are increasingly fearless about their capacity to convey viably. Levels of FLA were additionally seen as connected to various sociobiographical factors: period of beginning of learning (with early starters announcing lower levels of FLA); method of guidance of the FL(participants who had taken in a language exclusively through study hall guidance experienced more FLA than the individuals who had likewise utilized their language outside the study hall); number of dialects known (the more dialects known, the lower the FLA crosswise over dialects, which is an example previously detailed in Dewaele, 2007). FLA was likewise contrarily connected to recurrence of utilization of the FL, socialization in the FL, self-saw capability in the FL (Dewaele, 2010; Dewaele et al., 2008). Dewaele (2010b) found that knowing more dialects, and all the more explicitly, realizing more dialects typologically identified with a specific FL (French) expanded members' self-saw open ability and brought down their FLA. FLCA has likewise been connected to compulsiveness. Gregersen and Horwitz (2002) found that restless students were more fussbudget: They set themselves higher individual execution measures, procrastinated more, were progressively dreadful of assessment, and were increasingly worried about mistakes. While there has been plentiful research on FLCA in western nations, particularly in North America, less investigations have been done in FLL settings in Asia, and China specifically (Horwitz and Yan, 2008, p. 153). The examination by Lu and Liu (2011) hangs out in this regard. The creators took a gander at FLCA and methodology use in connection to their intuitive impact on 934 Chinese first year college understudies' presentation in English. The outcomes demonstrated that almost 33% of the understudies experienced FLCA. Curiously, FLCA was contrarily connected with the understudies' exhibition in English (extending from r = - .25 to - .32, all p <.05) (p. 14). A solid negative relationship was found among FLCA and both psychological system use, and metacognitive procedure use (extending from r = - .21 to - 42, all p < .01 and going from r = - .30 to - .43, all p < .01 individually) (p. 14). Aregression examination demonstrated that FLCA was the most grounded (negative) indicator of execution in English (Beta = - .44, t = - 5.3) (p. 16).

## 2.2.6. Evidence of gender differences

### 2.2.6.1. Gender differences in fear

Gender differencesin fear revealing are apparent in kids as youthful as 9–12 years old (Ollendick, 1983). Among grown-ups, various self-report examines demonstrate that ladies underwrite a more prominent number and seriousness of fears than men (e.g., Arrindell, 2000; Bourdon et al., 1988; Davey, 1994). For instance, Tucker and Bond (1997) found noteworthy sex contrasts in dread of horrendous creatures (e.g., snakes) and dread of innocuous creatures (e.g., hounds), however no distinctions in fears of substantial damage, social feelings of trepidation, clamor fears, or other great fears (for example encased spaces). Predictable with this outcome, enormous scale multifaceted investigations have discovered that sexual orientation incongruities are most noteworthy in fears of innocuous creatures (Arrindell, Eisemann, Richter, Oei, & Caballo, 2003) and disturb important creatures (Davey, McDonald, and Hirisave, 1998) than for dread pertinent creatures (e.g., lions, sharks). Interestingly, barely any sexual orientation contrasts have been found for open talking or socialevaluative feelings of dread (Klorman, 1974), perhaps because of socialization impacts examined later right now.

### 2.2.6.2. Gender differences in anxiety disorders

Among youngsters, young ladies are almost certain than young men to encounter any tension issue (Anderson, Williams, McGee, and Silva, 1987). For instance, in a network test of 1079 young people, Lewinsohn, Gotlib, Lewinsohn, Seeley, and Allen (1998), found that girlswere more probable than young men to have a current or lifetime conclusion of an uneasiness issue. Early youth seems to stamp a time of expanding weakness to over the top nervousness among young ladies. By age six, young ladies are twice as likely as young men to have encountered a tension issue (Anderson et al., 1987; Lewinsohn et al., 1998), a dissimilarity that seems to proceed all through pre-adulthood (Muris and Ollendick, 2002). Juvenile young ladies report a more prominent number of stresses, more division tension (Campbell and Rapee,1994; Costello, Egger, and Angold, 2003; Poulton, Milne, Craske, and Menzies, 2001), and are multiple times bound to create summed up nervousness issue (GAD) than immature young men (Bowen, Offord, and Boyle, 1990; McGee et al., 1990). Youth over the top impulsive issue (OCD) is almost multiple times as normal among young men (Castle, Deale, and Marks,1995; Karno, Golding, Sorenson, and Burman, 1988) until adolescence, at which time the sexual orientation contrasts level and afterward invert (Pigott, 1998; Rasmussen and Eisen, 1990). Comparative proof for sex contrasts exists in grown-up tests. Huge people group based, epidemiological investigations show that ladies are at more serious hazard than men for most uneasiness issue (Angst and Dobler-Mikola, 1985; Bruce, Yonkers, Otto, Eisen, and Weisberg, 2005). As per lifetime commonness information from the National Comorbidity Survey, ladies are more probable than men to have alarm issue, agoraphobia, GAD (Kessler, McGonagle, Zhao, Nelson, and Hughes, 1994), and posttraumatic stress issue (PTSD) (Kessler, Sonnega, Bromet, Hughes, and Nelson, 1995).Women are roughly twice as prone to meet criteria for specific fears (Líndal and Stefánsson, 1993), with the example of sexual orientation contrasts reflecting exploration on dread revealing (Himle, McPhee, Cameron, and Curtis, 1989). Sexual orientation contrasts give off an impression of being the least articulated for social uneasiness issue (SAD) and OCD (Breslau, Chilcoat, Peterson, and Schultz, 2000; Karno and Golding, 1991). Discoveries among clinical examples by and large equal communitybased tests. For instance, a huge report directed by the World Health Organization in 15 nations found that ladies were reliably almost certain than men to exhibit for treatment of frenzy issue with agoraphobia (Gater et al., 1998). Rather than this general equal among clinical and network tests, people with SAD show up similarly prone to look for treatment in spite of proof from examine among network tests proposing that ladies are somewhat bound to have social uneasiness issue (Katzelnick and Greist, 2001). Notwithstanding sexual orientation contrasts across uneasiness issue, there are additionally contrasts inside nervousness issue regarding chronicity, symptomology, and examples of comorbidity. Fits of anxiety are experienced at equivalent rates among people (Telch, Lucas, and Nelson, 1989), yet certain manifestations of fits of anxiety, for example, brevity of breath, faintness, and covering sensations are all the more normally portrayed as essential frenzy side effects among ladies than men (Sheik, Leskin, and Klein, 2002). As far as course, alarm issue is more incessant among ladies than men (Hollifield et al., 1997; Yonkers et al.,1998) and is related with higher paces of comorbidity with GAD, somatization issue, and agoraphobia (Pigott, 1999; Turgeon, Marchand, and Dupuis, 1998). Be that as it may, the most striking sex contrast is seen across levels of agoraphobic shirking, in which ladies are excessively spoken to inside the most significant levels of agoraphobia (Cameron and Hill, 1989; Turgeon et al., 1998). In spite of the fact that there are a few irregularities in the writing, ladies with OCD show up bound to display cleaning impulses and forceful fixations, while men all the more regularly display fanatical gradualness, evenness fixations/impulses, contacting customs, and sexual or "odd" side effects (Castle et al., 1995). Further, men who are influenced by OCD will in general have a previous beginning and show a ceaseless, instead of wordy course (Castle et al., 1995; Pigott, 1998). Research has discovered that the rates for unadulterated uneasiness issue (for example no comorbid analyze) are comparative across men andwomen (Ochoa, Beck, and Steer, 1992). However, among people with tension issue, comorbid substance use issue are progressively basic among men (Cox, Swinson, and Shulman, 1993), though comorbid state of mind issue are increasingly normal among ladies (Ochoa et al.,1992; Scheibe and Albus, 1992). Another investigation showed higher paces of comorbidity and seriousness among females in the accumulating sub-kind of OCD (Wheaton,

### 2.2.6.3. Negative affectivity

Negative affectivity is firmly connected with both nervousness and state of mind issue (Norton, Sexton, Walker, and Norton, 2005). True to form, negative affectivity is all the more regularly saw among young ladies (Steiner, Ryst, Berkowitz, Gschwendt, and Koopman, 2002) and grown-up ladies across societies (Lynn and Martin, 1997; Costa, Terracciano, and McCrae, 2001). During the initial hardly any long stretches of life, be that as it may, young men show more prominent negative effect than young ladies (Davis and Emory, 1995; Weinberg, Tronick, Cohn, and Olson, 1999). Just at around age two does this example turn around, with young ladies starting to show a more prominent penchant to negative affectivity (Arcus and Kagan, 1995). This move happens at around a similar age where the impacts of sex socialization become apparent (Craske, 2003; Martin, Ruble, and Szkrybalo, 2002). Young ladies report progressively more elevated levels of negative affectivity as they develop, though levels stay stable among young men during a similar period (McCrae, Costa, and Terracciano, 2002). Consequently, sexual orientation contrasts in negative affectivity become progressively unique as the impact of organic components lessens comparative with the impact of natural experience (Lonigan and Phillips, 2001).impano, LaSalle-Ricci, and Murphy, 2008).

## 2.2.7. Trait anxiety

The develop of quality tension (Spielberger, 1966, 1972) is reasonably like negative affectivity (Barlow, 2000; Zinbarg and Barlow, 1996), and ladies for the most part score higher on proportions of attribute uneasiness, for example, the State/Trait Anxiety Inventory (STAI; Spielberger, Gorsuch, and Lushene, 1970). Among people with alarm issue ,one examination has discovered more noteworthy quality tension among ladies than men with alarm issue (Chambless and Mason, 1986), yet different investigations have not reproduced this discovering (Turgeon et al., 1998; Foot and Koszycki, 2004) and it has been proposed that the distinctions distinguished by Chambless and Mason (1986) may have been factually yet not clinically critical. Potentially, the extent of sexual orientation contrasts changes relying upon how attribute tension is estimated. For instance, Bander and Betz (1981) discovered not many sexual orientation contrasts when utilizing a proportion of attribute nervousness that stresses physiological markers (the S-R Inventory; Endler, Hunt, and Rosenstein, 1962), however found that ladies scored higher than men on the STAI, which reflects intellectual and emotional pointers of quality tension. An inclination for ladies to show quality nervousness predominately inside subjective/full of feeling spaces instead of inside the physiological area is reliable with examines indicating not many sexual orientation contrasts in physiological reactivity (Kelly, Forsyth, et al., 2006, Kelly, Tyrka, et al., 2008).

### 2.2.7.1. Anxiety sensitivity

Taylor (1998) and others have underlined the requirement for progressive models of uneasiness to consider clutter explicit hazard factors, for example, tension affectability (AS). AS, characterized as the dread of uneasiness and nervousness related sensations (Reiss and McNally, 1985), is a hazard factor for a few tension issue, and is emphatically connected with alarm issue (Zinbarg and Barlow, 1996). A few examinations have discovered proof of more prominent AS among ladies inside both non-clinical examples of teenagers (Bernstein, Zvolensky, Stewart, Comeau, and Leen-Felder, 2006) and grown-ups (Deacon, Abramowitz, Woods, and Tolin, 2003; Stewart, Taylor, and Baker, 1997; Zvolensky, McNeil, Porter, and Stewart, 2001). Research among clinical examples, nonetheless, has been less predictable. Schmidt and Koselka (2000) found fundamentally more noteworthy AS among ladies with PD than men with PD, though Foot and Koszycki (2004) found no sexual orientation contrasts. Estimation of AS, test attributes, and strategies were comparative in both of these investigations and in this way, the disparity in discoveries is hard to decipher. Progressively reliable sex contrasts include been found inside specific components of AS. In spite of the fact that taximetrics investigations of AS uncover a comparable factor structure for people (Dehon,Weems, Stickle, Costa, and Berman, 2005; Stewart et al., 1997), ladies report bigger dread of the physical results of tension (Stewart et al., 1997), while men report bigger dread of the social outcomes of uneasiness (Foot and Koszycki, 2004).

The physical concerns factor of AS is considered particularly applicable to the etiology of frenzy (McNally, 1993; Zinbarg, Barlow, and Brown, 1997). Consequently, sex contrasts inside a specific component of AS may clarify an expanded hazard for alarm issue among ladies. One potential clarification for this discovering is that ladies impartially experience more physiological manifestations of uneasiness than men; ladies' raised concern may just compare with the degree of their physical indications. In any case, in spite of the fact that ladies report a more noteworthy number of side effects during alarm assaults (Dick, Bland, and Newman, 1994; Ströhle, 2000), the blended discoveries of research looking at sexual orientation contrasts in physiological reactivity don't give clear help to this theory. Another conceivable clarification for sexual orientation contrasts inside a specific element of AS is that physical manifestations are experienced by people similarly, however ladies get progressively uplifting feedback for communicating worry toward these side effects. After some time, such fortification could build self-centered consideration that would add to real contrasts in the experience of physical side effects. On the side of this theory, review contemplates have discovered that ladies are more probable than men to review being fortified for communicating substantial concerns (Ehlers, 1993). As per Watt, Stewart, and Cox (1998), men who are debilitated from communicating substantial protests may stifle them. Rather, they may take care of dreaded social outcomes of noticeable nervousness side effects, which could clarify why men score higher on the social concerns sub-factor of AS than ladies (Foot and Koszycki, 2004; Stewart et al., 1997). The components that record for contrasts in AS among people and how these distinctions identify with the improvement of frenzy issue still can't seem to be clarified.

### 2.2.7.2. Disgust sensitivity

Sicken and pollution affectability are firmly related disorder specific powerlessness factors that have been related with creature fears (e.g., Arrindell, Mulkens, and Kok, 1999; Arrindell, 2000). Steady with the higher commonness amongwomen for specific kinds of fears, a few examinations demonstrate that ladies report more noteworthy sicken affectability than men (Connolly, Olatunji, and Lohr, 2008; Olatunji, Arrindell, and Lohr, 2005). Truth be told, Davey (1994) found that the sex contrasts in creature fears were to a great extent represented by ladies' more elevated levels of disturb affectability. Comparative discoveries were accounted for by Olatunji and associates (2005), who found that the connection among sexual orientation and blood-infusion damage fears was essentially interceded by contrasts in nauseate affectability.

## 2.2.8. Stress and trauma

### 2.2.8.1. Gender-specific trauma

Despite the fact that ladies experience less injuries than men, they are bound to encounter possibly horrendous mishaps (PTEs) including assault, endeavored assault (Koss, Gidycz, and Wisniewski, 1987), and household misuse (McHugh, Frieze, and Browne, 1993), that are related with a high likelihood of PTSD or other tension issue (Breslau and Anthony, 2007). Ladies additionally are almost certain than men to encounter relationship stressors including colleagues, companions, or friends and family, which are alluded to as "informal community emergencies" (Kessler and McLeod, 1984). Informal organization emergencies may have as a lot of effect on passionate working as more regularly distinguished PTEs (Gold, Marx, Soler-Baillo, and Sloan, 2005). Truth be told, people who have encountered aversive occasions not subsumed under the DSM-IV-TR meaning of a Criterion A horrible accident, for example, an unforeseen demise or genuine sickness of a friend or family member, have indicated more prominent PTSD symptomology than people who have encountered occasions named awful (Gold et al., 2005).

### 2.2.8.2. Resiliency

There are a few potential clarifications for why, in any event, while controlling for injury type, ladies are almost certain than men to create PTSD (Kessler et al.,1995; Tolin and Foa, 2006). One clarification is that people utilize differentially successful adapting techniques following presentation to PTEs. Contrasted with dynamic, issue centered adapting, feeling based adapting systems (for example positive reevaluation, mental withdrawal, forswearing) are commonly less successful in decreasing pain (Carver, Scheier, &Weintraub, 1989) and have been related with more noteworthy PTSD symptomology (Blake, Cook, and Keane, 1992). Ladies will in general use feeling centered adapting more frequently than men because of respectably unpleasant circumstances (Thoits, 1987). Ladies' more noteworthy inclination to ruminate (talked about further underneath) may build their hazard for PTSD by blowing up the danger estimation of PTEs and in this way cultivating frightful reacting and empowering shirking (Davey and Matchett, 1994).

### 2.2.8.3. Appraisals of threat

How much people experience occasions as erratic, wild, or overpowering, may likewise assist with disclosing why ladies seem, by all accounts, to be more affected than men by antagonistic occasions (Cohen, Kamarck, & Mermelstein, 1983). Contrasted with men, ladies are bound to overestimate the likelihood of peril (Menzies and Clarke 1995), to anticipate hurt, and to envision poor adapting capacity (Thorpe & Salkovskis, 1995). From a developmental point of view, cautiousness toward potential risk and an inclination to pass judgment on questionable circumstances as compromising might be guessed as versatile for ladies by urging them to save the wellbeing of oneself and posterity (Wood and Eagly, 2002). On the side of this thought, and corresponding to the data handling contrasts, late cerebrum imaging contemplates have discovered sex contrasts in the initiation of neural structures thought to intercede thoughtfulness regarding risk. McClure, Monk, Nelson, Zarahn, and Leibenluft (2004) found that grown-up ladies demonstrated more noteworthy enactment in the orbitofrontal cortex and amygdala when given danger signals. No sexual orientation contrasts were seen among young people, nonetheless, proposing that the sex contrasts in examples of neural reactions to passionate faces are not obvious until adulthood.

### 2.2.8.4. Uncontrollability

Early youth involvement in lessened control may bring about an intellectual style that builds the likelihood of deciphering occasions as undermining (Chorpita and Barlow, 1998). Refering to explore showing that mother-child dyads exhibit more prominent coordination in full of feeling and conduct shows (e.g., coordinating outward appearances or heading of consideration) than mother-little girl dyads, Craske (2003) recommends that lower synchronicity among moms and little girls sets up a more vulnerable base of consistency and controllability that puts ladies at more serious hazard for nervousness issue. In adulthood, ladies report a lower feeling of individual command over their lives than men (Ross and Mirowsky, 2002; Thoits, 1987). In this manner, with regards to a more vulnerable base of consistency and controllability, ladies may have less open doors for effective authority and adapting. For instance, a few investigations have demonstrated that guardians and educators are more receptive to the activities of young men than young ladies (Nolen-Hoeksema, 1990). Accordingly, young ladies may discover that their conduct has less effect on the earth, which may add to a feeling of wildness and an attributional style that spots them at a more serious hazard for uneasiness and state of mind issue (Barlow, 1991; Foa and Riggs, 1994; Nolen-Hoeksema,

### 2.2.8.5. Rumination

A comparable develop to stress, rumination is characterized as considerations or practices that center consideration toward burdensome indications or their results, as opposed to toward wonderful or nonpartisan points (Nolen-Hoeksema, 1991). Rumination has been found to drag out on edge temperaments (Blagden & Craske, 1996). Contrasted with men, ladies are bound to ruminate in light of dysphoric state of mind (Nolen-Hoeksema, 1991). Further, more prominent rumination among ladies isn't inferable from more significant levels of trouble, more noteworthy passionate expressivity, or more prominent eagerness to underwrite socially unfortunate characteristics (Nolen-Hoeksema & Jackson, 2001). Rather, sexual orientation contrasts in rumination are intervened by three convictions, which were all embraced more by ladies than by men: pessimistic feelings are hard to control, a constructive passionate tone of relational connections is a moral obligation, and negative occasions are hard to control (Nolen, Hoeksema, & Jackson, 2001). It isn't known whether ladies ruminate more than men in light of on edge state of mind. Be that as it may, their propensity to concentrate consideration on negative understandings and result anticipations would probably build state nervousness.

### 2.2.8.6. Worry

Worry is a subjective segment of nervousness that is inspired under states of vulnerability and which centers consideration toward danger (Borkovec, Shadick, & Hopkins, 1991). Research shows that most self-announced grown-up worriers are ladies (Robichaud, Dugas, & Conway, 2003). With one exemption (Suarez and Bell-Dolan, 2001), this example of sexual orientation distinction has additionally been found among tests of youngsters (Campbell & Rapee, 1994) and preadolescents (Silverman, La Greca, & Wasserstein, 1995). It might be that the incongruent discoveries identify with methodological contrasts: Suarez and Bell-Dolan analyzed stress by kids' reactions to vignettes, though the other two examinations included self-revealed stress as it were. Ladies' involvement in certain wild life stressors (for example more prominent presentation to specific PTEs) and more noteworthy parental figure over-control may bolster a subjective style portrayed by stress and rumination.

Despite the fact that worriers don't show shortfalls in information on critical thinking aptitudes, they will in general have a negative issue direction, characterized as low critical thinking certainty and low apparent command over the critical thinking process without genuine critical thinking abilities deficiencies. Research among non-clinical examples shows that ladies' more noteworthy inclination to stress might be expected, to a limited extent, to an increasingly negative issue direction (Robichaud et al., 2003).Women right now greaterworry and a more negative issue direction than men. Be that as it may, the sex contrast in stress vanished when controlling for ladies' increasingly negative issue direction. Along these lines, ladies' way to deal with critical thinking seems, by all accounts, to be a significant road for seeing how stress adds to nervousness among ladies.

## 2.2.9 Sociocultural influences

Adapting systems are molded by social, social, and formative settings that impact people in an unexpected way. As supported by Chambless (1989), in Western social orders, the run of the mill time of beginning for agoraphobia relates with a formative period set apart by partition issues (e.g., leaving the home, starting a vocation) and the selection of various jobs and commitments, whichmay be increasingly hard for ladies. Trouble adapting to detachment, particularly when joined with lowautonomy, is a hazard factor for agoraphobia (Chambless and Goldstein,1981),which proposes that agoraphobia might be less basic in societies where division issues are limited and job commitments are increasingly restricted. In some non-Western societies, in which it is all the more socially satisfactory for ladies to remain at home (except if joined by an adultmale), side effects of agoraphobia are allegedly low(Kirmayer, Young,&Hayton,1995). For instance, El-Islam(1994) found that ladies in Qatar revealed lower levels of agoraphobia than ladies in the U.S. The creators conjectured that this multifaceted error might be expected to the less, more obviously characterized social job commitments in the Qatari culture than in American culture. Arrindell and associates (2003) analyzed how agoraphobic apprehensions identify with manliness estimated at a national level across 11 nations. National manliness was characterized as how much the general public portrays particular and inflexible sexual orientation jobs and maintains solid male centric qualities. A critical relationship was found between national degrees of manliness and agoraphobic apprehensions, with the end goal that the more noteworthy the unbending nature in sex jobs at the sociocultural level, the almost certain that people supported agoraphobic feelings of dread. Male centric social orders that de-underline confidence and freedom among ladies may make sociocultural settings that encourage dreadfulness and avoidant adapting (Arrindell et al., 2003). This end gives off an impression of being inconsistent with the discoveries of El-Islam (1994) who found that low agoraphobic feelings of dread were identified with the constrained, characterized social job commitments of man centric Qatar. It may be the case that agoraphobic feelings of dread were low among the Qatarian ladies on the grounds that the ladies right now hardly any chances to leave their home unaccompanied. In any case, given that Arrindell and associates (2003) didn't test ladies from any Middle Eastern nations and that there is proof of extensive variety in sexual orientation jobs across societies (Basow, 1984; Chia, Moore, Lam, Chuang, and Cheng, 1994), it is untimely to make inferences with respect to these discrepant discoveries.

# 2.3. Summary of the chapter

In this chapter, the literature related to the variables of the study was presented. First, the notion of ambiguity tolerance was defined. Then, its different dimensions and definitions were discussed. It was followed by ambiguity tolerance in L2 learning along with the related studies. In this chapter, anxiety and its different conceptualizations were presented. Different definitions and models of anxiety were put forward. Then, anxiety in L learning was introduced and releted studies were discussed. It was shown that there is a gap in studies related to L2 anxiety in association with AT.

# Chapter Three

# Methodology

The present study is a survey type of research. In this chapter, the participants, the instruments, and the procedure are explained.

# 3.1. Participants

The sampling of this study was constrained to college and English language foundations in Mason, a city in south-eastern of Iraq. In this investigation, there were 100 male and female EFL students aged between 18 to 32 who were chosen by a convenient sampling from college and English language foundations. All members were asked to respond to the surveys.

# 3.2. Instrumentation

## 3.2.1. L2 Anxiety in English

Sixitems out of the Dörnyei's L2 Motivational Self System (2005) constituted this questionnaire (a= 0.74). The Cranach’s alpha for these items computed in original context is 0.74. Sample items for this scale are: 1- How worried are you that other speakers of English would find your English strange? 2- How tense would you get if a foreigner asked you for directions in English?

In this study, Cranach’s alpha was used for estimating reliability. It was found to be 0.68 which is a moderate reliability index.

## 3.2.2. Second language tolerance of ambiguity scale

**-** Second language tolerance of ambiguity scale (SLTA) developed by Ely (1995) was utilized to measure students' level of tolerating ambiguities. It includes 12 items and employs a 5-point Likert scale with a textual response format raging from strongly disagree to strongly agree. Cronbach's alpha internal consistency of SLTS is 0.84. The score range from 12 to 48. The sample items include:

"when I' reading something in English, it feel impatient when I don't really understand the meaning", and "when

I write English compositions; I don't like it when I can't express my ideas clearly".

In this study, Cranach’s alpha was used for estimating reliability. It was found to be 0.74 which is a high reliability index.

# 3.3. Procedure

Members were required to show demographic data, for example, gander, age, major, their instructive degree, English learning experience, and the place of education. The questionnaires were coded numerically. They were ascertained that the information and their answers would be private and would not be shown to the others. Their reading exam scores were also taken from their professors and teachers. The structure of this study was basically quantitative.

# 3.4. Data analysis

For analyzing the data, this software is going to be used: SPSS (social pack of Social science) which is utilized to quantify the quantitative data. It was used for estimating the reliability, descriptive statistics, correlation, and regression. Descriptive statistics was used for reporting the obtained means and standard deviations of each variable. Correlation analysis was employed for examining the relationship between AT, RA, and L2 anxiety. Regression analysis was utilized for estimating the predictive power of the variables in accounting for RA.

# Chapter Four:

# Results

This study examined the relationship among Iraqi students’ ambiguity tolerance (AT), L2 anxiety, and reading achievement (RA) (as measured by their reading course exams). This chapter provides detailed results of the data analyses. First, the descriptive statistics for all scales used in the study are presented. Descriptive statistics provide detailed information describing the survey responses as well as tables and figures which provide comprehensive descriptions of the findings. Next, the correlation analyses represent the relationships among variables. Finally, the regression analysis is presented.

# 4.1. Descriptive Statistics

Table 4.1 presents descriptive statistics of ambiguity tolerance, L2 anxiety, and reading achievement (RA). As the Table indicates, the mean score of L2 anxiety is 21.76 and the standard deviation is 4.14 (*M*= 21.76, *SD*=4.14). The mean score of ambiguity tolerance is 28.36 and the standard deviation is 3.96 (*M*= 28.36, *SD*=3.96). The mean score of RA is 17.45 and the standard deviation is 1.47 (*M*= 17.45, *SD*=1.74).

Table 4.1.

*Descriptive Statistics of Student Ambiguity Tolerance, L2 Anxiety, and Reading Achievement*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| L2 Anxiety | 105 | 10.00 | 28.00 | 21.76 | 4.14 |
| Ambiguity tolerance | 105 | 13.00 | 36.00 | 28.36 | 3.96 |
| RA | 105 | 12.50 | 20.00 | 17.45 | 1.74 |
| Valid N (listwise) | 105 |  |  |  |  |

# 4.2. Correlation Analysis

To examine the association between Iraqi EFL learners’ ambiguity tolerance, L2 anxiety, and reading achievement, multiple correlation was run and correlation coefficients were computed. Table 4.2. presents the results.

Table 4.2

*The Results of Correlation Between Ambiguity Tolerance, L2 Anxiety, and RA*

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1. | 2. | 3. |
| 1. Ambiguity tolerance | 1.00 |  |  |
| 2. L2 anxiety | -.41\*\* | 1.00 |  |
| 3. RA | .44\*\* | -.32\*\* | 1.00 |

As Table 4.2. shows, there is a negative moderate relationship between ambiguity tolerance and L2 anxiety (*r* = -0.41, *p*< 0.05). RA is also negatively associated with L2 anxiety (*r* = -0.32, *p*< 0.05) and positively and moderately with AT (*r* = 0.44, *p*< 0.05).

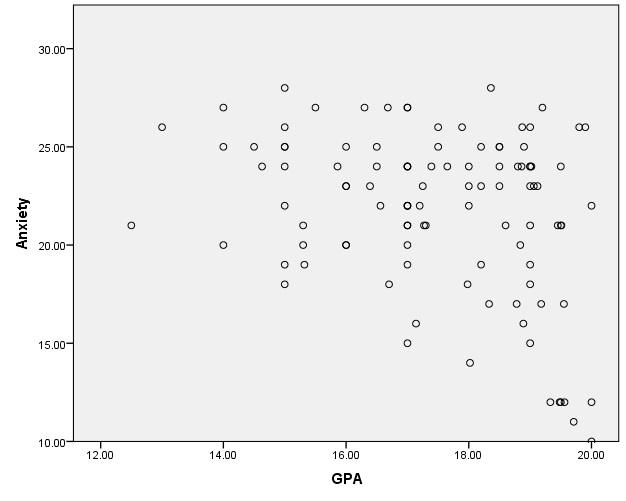
These findings are also presented visually in the following scatterplots.



*Figure 4.1*.The scatter plot of the relationship between L2 anxiety and ambiguity tolerance

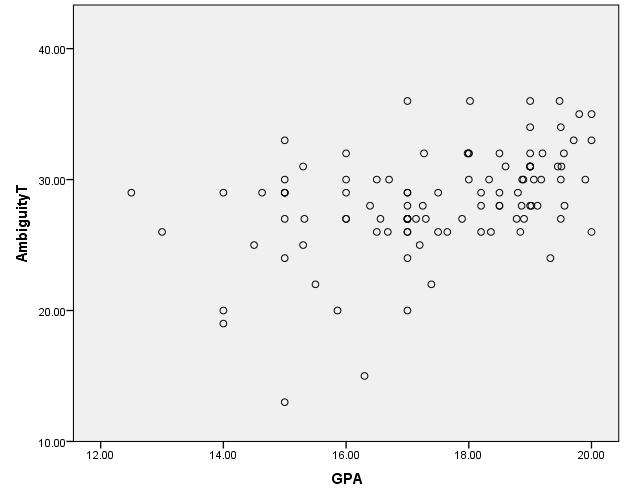
Figure 4.1. displays the scatterplot of the relationship between L2 anxiety and ambiguity tolerance. As can be seen, the dots are stretched from lower right hand to the upper left hand of the scatterplot. This is an indication of the negative relationship between the two constructs.

Figure 4.2. illustrates the scatterplot of the relationship between L2 anxiety and RA.



*Figure 4.2*.The scatter plot of the relationship between L2 anxiety and RA

As the figure shows, a negative but weak relationship is demonstrated. Figure 4.3 reveals the scatterplot of the relationship between ambiguity tolerance and RA.



*Figure 4.3.*The scatter plot of the relationship between ambiguity tolerance and RA

As the figure shows there is a positive moderate relationship between ambiguity tolerance and RA.

# 4.3. Regression Analysis

To investigate what percentage of variability in ambiguity tolerance (dependent variable) can be accounted for by taking L2 anxiety (independent variable) into account, a regression analysis was conducted.

The following Table (Table 4.3) is the *ANOVA* Table of regression for L2 anxiety in predicting ambiguity tolerance. In this analysis, ambiguity tolerance is the dependent variable and L2 anxiety is considered as the independent variable. The magnitude of *F*-value (*F*=20.60) and the amount of the respective *p*-value (*p* < 0.05) indicate the considered model is significant.

Table 4.3

*The ANOVA Table of Regression for the Variables Under Study*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 273.07 | 1 | 273.07 | 20.60 | .000b |
| Residual | 1365.17 | 103 | 13.25 |  |  |
| Total | 1638.24 | 104 |  |  |  |
| a. Dependent Variable: Ambiguity Tolerance | | | | | | |
| b. Predictors: (Constant), Anxiety | | | | | | |

As Table 4.4 shows, L2 anxiety is the negative predictors of the dependent variable, i.e., ambiguity tolerance. This can be figured out by examining the magnitude of the *t*-value (which should be higher than the critical level) and the *p*-value (which should be less than the significance level, i.e., 0.05). In this study, the indices are as follows: (*t*=-4.53, *p*=.000).

Table 4.4

*The Results of Regression Analysis for the Variables Under Study*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | |
| B | Std. Error | Beta |
| 1 | (Constant) | 36.86 | 1.90 |  | 19.33 | .000 | |
| Anxiety | -.39 | .08 | -.41 | -4.53 | .000 | |
| a. Dependent Variable: Ambiguity Tolerance | | | | | | |

Table 4.5 illustrates the model summary statistics. The results revealed that the model containing the independent variable (L2 anxiety) can predict about 16 percent of ambiguity tolerance. The *R* value is 0.41 which indicates the correlation coefficient between the variables. Its square value is 0.167 and its adjusted square is 0.16. It indicates that about 16 of the variation in ambiguity tolerance can be explained by taking the L2 anxiety into account.

Table 4.5

*R Square Table for the Role of L2 Anxiety in Ambiguity Tolerance*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R  Square | Std. Error of  the Estimate |
| 1 | .41a | .167 | .159 | 3.64 |
| a. Predictors: (Constant), Anxiety | | | |

To see what percentage of variability in RA (dependent variable) can be accounted for by taking L2 anxiety and ambiguity tolerance (independent variables) into account, another regression analysis was conducted.

The following Table (Table 4.6) is the *ANOVA* Table of regression for L2 anxiety ambiguity tolerance in predicting RA. In this analysis, RA is the dependent variable and L2 anxiety and ambiguity tolerance are considered as the independent variables. The magnitude of *F*-value (*F*=13.88) and the amount of the respective *p*-value (*p* < 0.05) indicate the considered model is significant.

Table 4.6

*The ANOVA Table of Regression for the Variables Under Study*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 67.51 | 2 | 33.75 | 13.88 | .000b |
| Residual | 247.99 | 102 | 2.43 |  |  |
| Total | 315.50 | 104 |  |  |  |
| a. Dependent Variable: RARA | | | | | | |
| b. Predictors: (Constant), Ambiguity Tolerance, Anxiety | | | | | | |

As Table 4.7 indicates, L2 anxiety and ambiguity tolerance is the positive predictors of the dependent variable, i.e., RA. This can be figured out by examining the magnitude of the *t*-value (which should be higher than the critical level) and the *p*-value (which should be less than the significance level, i.e., 0.05). In this study, the indices for ambiguity tolerance are as follows: (*t*=3.80, *p*=.000).

Table 4.7

*The Results of Regression Analysis for the Variables Under Study*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 14.46 | 1.75 |  | 8.23 | .000 |
| Anxiety | -.07 | .040 | -.17 | -1.77 | .07 |
| Ambiguity Tolerance | .16 | .04 | .36 | 3.80 | .000 |
| a. Dependent Variable: RARA | | | | | |

Table 4.8 illustrates the model summary statistics. The results revealed that the model containing the independent variables (ambiguity tolerance & L2 anxiety) can predict about 16 percent of RA. The R value is 0.22 which indicates the correlation coefficient between the variables. Its square value is 0.22 and its adjusted square is 0.20. It indicates that about 20 of the variation in RA can be explained by taking the L2 anxiety and ambiguity tolerance into account.

Table 4.8

*R Square Table for the Role of L2 Anxiety and Ambiguity Tolerance in RA*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R  Square | Std. Error of  the Estimate |
| 1 | .46 | .22 | .20 | 1.56 |
| a. Predictors: (Constant), Anxiety, Ambiguity | | |

# Chapter Five

# Discussion, Conclusions

# and Pedagogical Implications

The present chapter begins by the restatement of the problem and summarizing the most relevant findings for the three research questions examined in this study concerning the relationship between Iraqi EFL students’ tolerance of ambiguity, L2 anxiety, and language reading achievement. Furthermore, research questions along with their interpretations are discussed. Then, conclusions and implications of the findings for both EFL learners and teachers, and some suggestions for future research are provided.

# 5.1. Restatement of the problem

The impact of tolerance of ambiguity on different aspects of learning is associated with many complications in different situations, since it has capacity to have effect on particular personal features and various social and cultural factors, as well as positive and negative beliefs about their abilities. Positive effects consist of using higher order thinking skills like making a judgment about the evaluation of each method, the state of personal commitment not only for the purpose of passing the course but also for learning and the acquisition of knowledge or skills through study, experience or being taught the materials well (Elly, 1995). On the other hand, the students who undergo negative impacts face problem and deal difficulty in linking the previous facts or knowledge such as skills acquired through experience or education with new ones because they just memorize which is the faculty by which the mind and stores to remember information from the past and present as memorizing learning materials and prefer rote learning (Elly, 1995). These learners might face high anxiety in dealing with learning problems and in coping with unknown situations. The present study intended to examine such a relationship among Iraqi EFL students.

# 5.2. Summary of the Findings

In this section, the research questions and hypotheses in the current thesis are presented once more and the results of data analysis have been summarized and represented:

Research question 1: Is there any significant relationship between Iraqi EFL students’ L2 anxiety and second language reading achievement?

Research hypotheses 1: There is not any significant relationship between Iraqi EFL students’ L2 anxiety and second language reading achievement.

The above hypothesis was rejected. The results indicated that EFL learners’ reading achievement (RA) negatively and significantly correlated with L2 anxiety.

Research question 2: Is there any relationship between Iraqi students’ tolerance of ambiguity and their anxiety?

Research hypotheses 2: There is not any significant relationship between Iraqi EFL learners’ tolerance of ambiguity and L2 anxiety.

The above hypothesis was rejected. The results indicated the negative and significant relationship between L2 anxiety and ambiguity tolerance.

Research question 3: Is there any relationship between Iraqi university students’ ambiguity tolerance and their reading achievement?

Research hypotheses 3: There is not any significant relationship between Iraqi EFL learners’ tolerance of ambiguity and second language reading achievement.

The above hypothesis was rejected. The results indicated that there is a positive moderate relationship between ambiguity tolerance and RA.

# 5.3. Discussion

This study aimed at scrutinizing the association between tolerance of ambiguity and L2 anxiety, as well as the relationship between the two variables and students’ reading achievement within a single framework. The discussion of each research questions is presented in the following sections.

## 5.3.1. Discussion of RQ1

Concerning the first research question regarding the correlation between L2 anxiety and reading achievement (RA), the results indicated that the two variables are negatively and significantly related. This finding can be justified in light of previous studies investigating the relationship between L2 anxiety and different aspects of L2 learning and indicating the significant correlation between these variables. For instated, as discussed earlier, Tóth (2009) carried out a small scale, qualitative inquiry a follow-up to a questionnaire survey of the scope and severity of English major students’ foreign language anxiety (Tóth, 2009). That study revealed that the FLA significantly but negatively influenced language achievement.

Horwitz, Horwitz, and Cope (1986) suggested that foreign language classroom anxiety (FLCA) is a unique form of anxiety distinct from other general types of anxiety and specific to foreign language learning contexts. The authors describe FLCA as a feeling of worry “associated with an arousal of the autonomic nervous system” (p. 125), which can negatively affect the classroom performance of FL learners. They define FLCA as “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning process”.

Horwitz et al. (1986) conceived FLCA as a situation-specific anxiety consisting of three dimensions: (a) communication apprehension, (b) test anxiety, and (c) fear of negative evaluation. FLAC is linked to any activity in the FL, but it is typically most acute for speaking. High levels of FLCA seem to have a negative effect on FLL and FL performance. MacIntyre (1994) defined FLA as “the worry and negative emotional reaction aroused when learning or using a second language. MacIntyre and Gardner (1989) reported that General Anxiety and Language Anxiety are two orthogonal, that is independent dimensions of anxiety. They suggested that FLCA can influence different aspects of L2 learning and cover all skills. So, as can be seen in this study RA is influenced by L2 anxiety.

## 5.3.2. Discussion of RQ2

The results of the study also revealed that there is a negative and significant correlation between tolerance of ambiguity and their L2 anxiety. As already discussed in the present study, many of the ambiguous situations are also common in language learning, be it in the classroom with a group of students (Ely, 1995) or individually when people engage in self-instructed language study (White, 1999). This is simply because both linguistic input and cultural knowledge is very likely to constitute one of the ambiguous situations described above. As such, in the simplest sense when students encounter new lexical and grammatical structures, they often face shortage or even a lack of information, multiple meanings, vagueness, and so on (Chapelle & Roberts, 1986; Grace, 1998). Ambiguity in language learning can cause anxiety (Ehrman, 1999; Oxford, 1999), which may create “a degree of apprehension and frustration which may ... [be] deleterious to progress” (White, 1999, p. 456). Hence, tolerance of ambiguity seems to lower anxiety associated with foreign language learning. According to the findings of the present study, it was demonstrated that the contention holds true among Iraqi EFL learners.

## 5.3.3. Discussion of RQ3

Additionally, the results of the study also revealed that there is a positive and significant relationship between tolerance of ambiguity and Iraqi EFL learners’ RA. A growing body of research has proved the positive association between students’ tolerance of ambiguity and different aspects of learning and different skills (e.g., Chapelle & Roberts, 1986; Ely, 1995, Grace, 1998). As stated earlier in chapters one and two, apart from linguistic forms and text structures which students are supposed to tackle for successful comprehension of texts, they often have to survive with their incomplete background knowledge (Alderson, 2000; Carrell, 1987; Carrell & Eisterhold, 1983) and compensate for the lack of crucial elements to complete the task of comprehension (Grabe & Stoller, 2002). Further, people from different cultural backgrounds bring different expectations and habits to the language learning environment, which involves establishing shared meanings. Making sense of different cultural norms can also cause ambiguity (Lustig & Koester, 1993) and increase the cognitive load of learning which may negatively influence reading comprehension (Alptekin, 2006).

In a recent study, Allahdadi and Ghanizadeh (2017) studied the dynamic interplay among EFL learners’ ambiguity tolerance, adaptability, cultural intelligence, learning approach, and language achievement. The results estimated via structural equation modeling (SEM) revealed that the proposed model containing the variables under study had a good fit with the data. It was found that all the variables except adaptability directly influenced language achievement with deep approach having the highest impact and ambiguity tolerance having the lowest influence. In addition, ambiguity tolerance was a positive and significant predictor of deep approach. CQ was found to be under the influence of both ambiguity tolerance and adaptability.

# 5.4. Conclusions

Overall, based on the findings of the present study, it was concluded that FLCA is an important factor in EFL learning which can influence different aspects of learning. It can influence TA and RA which are both key elements in foreign language proficiency. It was also found that AT can be a predictor of reading comprehension in foreign language contexts. These findings highlight the significance of developing and using strategies and instructions aiming at promoting EFL learners’ AT and reducing their FLCA. So, based on these findings, language teachers should try to prevent anxiety by creating a relaxed and stress-free atmosphere. This can be done by designing interesting and fun activities requiring group or pair work. They should also try to enhance students’ tolerance of ambiguous situations by encouraging guessing and inference-making while reading.

# 5.5. Implications

The results of the present research have a number of implication for both students and teachers. Teachers should know that they can be regarded as a source of tolerance for their students affecting their success and anxiety, since they are students’ role model and have to encourage them towards creating positive beliefs about their capabilities. They can design stimulating and exciting activities to motivate their students and consider their attitudes, emotions, and beliefs towards EFL learning as an incentive to eliminate lack of anxiety. In addition, teachers’ social persuasion involving effective feedback for their learners’ performance is important in the educational setting. If teachers, for instance, provide appropriate feedback and promote encouragement students may become tolerant and virtually with low levels of anxiety.

Another important implication refers to students’ previous performance. Teachers can use students’ past experiences which contain their excellent performance and encourage them to focus more on future tasks. On the other hand, if learners had experiences of failure during their learning process, teachers should tolerate them by diminishing anxiety factors as much as possible and guide them towards believing in themselves and their capabilities. Besides, students should experience lack of anxiety in particular situations such as taking an exam or preparing for a lecture. They may not have enough confidence to perform the task. In these circumstances, teachers are responsible to create a desirable environment in which learners find opportunities to relax and adapt positive perceptions regarding their abilities. Teachers are also intended to identify students with low tolerance of ambiguity and take appropriate actions to tolerance them. This task has been considered as one of the most essential responsibilities of academics (Ross, Perkins, & Bodey, 2016). Students are also supposed to know aspects of language learning as well as their attitudes and try to perceive themselves as capable individuals which in turn affects their success and academic performance.

# 5.6. Recommendations for Further Research

Given that the present study is one of the attempts to examine the constructs among Iraqi language students within a single framework, it can be deemed as an incentive to initiate other studies. Thus, based on the limitations discussed in chapter one, some recommendations for future research are made. First, future studies can apply random sampling instead of convenience techniques to eliminate the sample selection bias in which the generalizability of results may be violated. Second, future researchers can use qualitative approaches in addition to questionnaires including interviews, observations, and case studies to gain an in-depth knowledge of the interrelationships among the concepts and identify both teachers and students’ particular experiences and voices concerning these issues. Third, future studies can be carried out in other contexts and among other age groups like school students to confirm the results among EFL students. Fourth, the study can be duplicated with larger sample sizes to ensure the existence of associations among constructs. Finally, the association of constructs and other demographic variables such as students’ age, gender, educational level, and proficiency can be investigated in future studies to provide a comprehensive framework of the two crucial notions in educational settings.

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# Appendices

## Appendix A. L2 anxiety in English

Read each statement. Please respond to the statements as they apply to your study of English.

Sixitems out of the Dörnyei's L2 Motivational Self System (2005) constituted this questionnaire. The Cranach’s alpha for these items computed in Iranian context is 0.74. Sample items for this scale are: 1- How worried are you that other speakers of English would find your English strange? 2- How tense would you get if a foreigner asked you for directions in English?

**6= very much 5=very 4= to some extent**

**3=No idea 2= Not very much 1= Not at all**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 6 | 5 | 4 | 3 | 2 | 1 | How much would you get worried when you talk with English speakers? | 1 |
| 6 | 5 | 4 | 3 | 2 | 1 | How much do you get anxious when you talk in English? | 2 |
| 6 | 5 | 4 | 3 | 2 | 1 | Do you feel worried that you are made fun because of your mistakes? | 3 |
| 6 | 5 | 4 | 3 | 2 | 1 | How tense would you get if a foreigner asked you for directions in English? | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | How worried are you that other speakers of English would find your English strange? | 5 |
| 6 | 5 | 4 | 3 | 2 | 1 | How worried are you that students laugh at your English speaking? | 6 |

## Appendix B. Second Language Tolerance of Ambiguity Scale (English version):

Read each statement on the following pages. Please respond to the statements as they apply to your study of English. Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5.  Strongly Disagree | 4.  Disagree | 3.  Undecided | 2.  Agree | 1.  strongly agree |  |
|  |  |  |  |  | 1.When I’m reading something in English, I feel impatient when I don’t totally understand the meaning |
|  |  |  |  |  | 2.It bothers me that I don’t understand everything the teacher says in English. |
|  |  |  |  |  | 3.When I write English compositions, I don’t like it when I can’t express my ideas exactly. |
|  |  |  |  |  | 4.It is frustrating that sometimes I don’t understand completely some English grammar. |
|  |  |  |  |  | 5.I don’t like the feeling that my English pronunciation is not quite correct. |
|  |  |  |  |  | 6.I don’t enjoy reading something in English that takes a while to figure out completely. |
|  |  |  |  |  | 7.It bothers me that even though I study English grammar, some of it is hard to use in speaking and writing. |
|  |  |  |  |  | 8.When I’m writing in English, I don’t like the fact that I can’t say exactly what I want. |
|  |  |  |  |  | 9.It bothers me when the teacher uses an English word I don’t know. |
|  |  |  |  |  | 10.When I’m speaking in English, I feel uncomfortable if I can’t communicate my ideas clearly. |
|  |  |  |  |  | 11.I don’t like the fact that sometimes I can’t find English words that mean the same as some words in my own language. |
|  |  |  |  |  | 12.One thing I don’t like about reading in English is having to guess what the meaning is. |

چکیده

پژوهش حاضر با هدف بررسی نقش آستانه تحمل ابهام (AT) و اضطراب در پیشرفت خواندن فراگیران زبان انگلیسی عراقی انجام شد. برای دستیابی به هدف از مطالعه ، 100 زبان آموز عراقی در این مطالعه شرکت کردند. شرکت کنندگان شامل دانشجویانی بودند که در دانشگاه میسیان زبان انگلیسی می­خوانند. به منظور تهیه داده­های مورد نیاز، از دو پرسشنامه استفاده شد: اولین پرسشنامه، نسخه انگلیسی مقیاس آستانه تحمل ابها م زبان دوم طراحی شده توسط الی (1995) برای اندازه گیری سطح تحمل ابهام دانشجویان است. این مقیاس شامل 12 سوال است و از مقیاس لیکرت 5 تایی استفاده می­کند که دارای یک قالب پاسخ متنی است که از مخالفت شدید با موافقت شدید برخوردار است. مورد دوم مقیاس اضطراب یادگیری زبان دوم بود که برگرفته از مقیاس سیستم خود انگیزشی Dörnyei (2005) بود. پیشرفت خواندن با نمرات دوره درک مطلب خواندن اندازه گیری شد. نتایج تخمین زده شده از طریق نرم افزار SPSS نسخه 24 نشان داد كه بین آستانه تحمل ابهام و اضطراب L2 رابطه معكوس منفی وجود دارد. همچنین مهارت خواندن با آستانه تحمل رابطه مثبت معنادار و با اظراب یادگیری زبان دوم رابطه منفی معنی داری نشان داد. برای بررسی میزان درصد پیش بینی در تحمل ابهام (متغیر وابسته) با در نظر گرفتن اضطراب یادگیری زبان دوم (متغیر مستقل) تحلیل رگرسیون انجام شد. این تحلیل نشان داد که حدود 16 درصد از تغییر در تحمل ابهام را می توان با در نظر گرفتن اضطراب L2 تببین کرد. برای تعیین درصد تغییرپذیری در مهارت خواندن (متغیر وابسته) با در نظر گرفتن اضطراب L2 و تحمل ابهام (متغیرهای مستقل)، تحلیل رگرسیون دیگری انجام شد. این نشان داد که حدود 20 مورد از تغییرات در مهارت خواندن با در نظر گرفتن اضطراب L2 و آستانه تحمل ابهام قابل توضیح است. نتایج پژوهش حاضر توصیه ها و کاربردهایی را برای دانشجویان و فراگیران داشت.

*واژگان کلیدی*: دستاورد خواندن، اضطراب، تحمل ابهام



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**دانشکده علوم انسانی**

**(گروه زبان انگلیسی)**

**پایان نامه دوره کارشناسی ارشد آموزش زبان انگلیسی**

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