

Tolerance of Ambiguity, Reading Strategies and Foreign Language Anxiety in English Learning

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Abstract: As a second language, learners may face difficulties such as tolerance of ambiguity, reading strategies and foreign language anxiety in the process of learning English, and these factors may have an impact on learners' language learning outcomes. Therefore, this study aims to delve into these factors and analyze their impact on English learning outcomes. This study adopts research methods such as questionnaires, experiments and text analysis to collect and analyze data on learners' tolerance of ambiguity, reading strategies and foreign language anxiety in the process of English learning. The study found that the level of learners' tolerance of ambiguity is related to factors such as their vocabulary, grammar knowledge level, reading ability and language background. In addition, learners' reading strategies are closely related to factors such as their reading speed, vocabulary, grammar knowledge level and reading purpose. Finally, foreign language anxiety negatively affects learners' language learning outcomes. The findings of this study indicate that factors such as tolerance of ambiguity, reading strategies and foreign language anxiety have important influences on English learning outcomes. Therefore, in teaching practice, corresponding teaching methods and strategies should be adopted to help learners improve their tolerance of ambiguity level, develop effective reading strategies and reduce foreign language anxiety.

1. Introduction

Tolerance of ambiguity refers to the ability to understand and tolerate ambiguity and ambiguity in language input. In the process of learning English, learners may experience difficulty in understanding vague and uncertain parts of the text. Reading strategies refer to the various skills and strategies learners adopt when reading English texts in order to better understand and remember information. Foreign language anxiety refers to the nervousness, anxiety or worry that learners feel when using a foreign language, which may affect their learning effect and language expression ability.

Over the past few decades, researchers have extensively explored and studied tolerance of ambiguity, reading strategies, and foreign language anxiety during English learning. In terms of tolerance of ambiguity, scholar Chang Y H showed that there was no correlation between tolerance of ambiguity and vocabulary in the process of English learning, and explained that the unique role

of computer-aided dictionaries in English learning was of great significance [1]. Gadušová Z discussed in detail the predictors of divergent thinking and tolerance of ambiguity, which he showed contributes to better learning outcomes for students [2]. Khaleghi Tabar S used the Tolerance of ambiguity Questionnaire, Self-Regulatory Learning Strategies Questionnaire and Bell Social Adaptation Questionnaire to investigate the impact of successful intellectual training on girls' tolerance of ambiguity, self-regulatory learning strategies and social adaptation[3]. The above studies have discussed fuzzy tolerance, but the research on fuzzy tolerance is not deep enough.

This study aims to further explore tolerance of ambiguity, reading strategies and foreign language anxiety in the process of English learning, and to analyze the impact of these factors on learners' English learning outcomes. By adopting research methods such as questionnaire survey, experiment and text analysis, this study will provide more specific and practical learning suggestions for English learners, and at the same time provide valuable reference for English teaching and teacher training.

2. Tolerance of ambiguity

2.1 Concept Definition

Tolerance of ambiguity refers to the acceptance and processing ability of individuals in the face of ambiguous and uncertain information [4-5]. Specifically, tolerance of ambiguity refers to how much information ambiguity and uncertainty a person can tolerate, and how they respond to the situation. Tolerance of ambiguity is related to the individual's cognitive ability, emotional state, cultural background, subject specialty and other factors.

In the field of language learning [6-7], tolerance of ambiguity usually refers to whether learners can tolerate a certain degree of language ambiguity when they understand and use a foreign language. For learners, tolerance of ambiguity is an important linguistic ability, which is related to their performance and achievements in foreign language learning. In teaching practice [8-9], improving learners' tolerance of ambiguity can effectively promote their language learning and communication skills.

Tolerance of ambiguity is a very important factor in the process of English learning. First of all, as a foreign language, English has problems of language uncertainty and ambiguity. For example, different contexts, cultural backgrounds, language variants, etc. may lead to ambiguity and uncertainty of language information. In addition, English learners will also face various uncertainties and ambiguities when learning and using English, such as improper design of teaching materials and exercises, insufficient listening and reading comprehension skills, etc.

Therefore, it is very necessary for English learners to improve the tolerance of ambiguity. On the one hand, if learners lack tolerance of ambiguity, they may feel difficulties and frustrations in understanding and using English, thus affecting their learning motivation and interest. On the other hand, if learners can develop a certain tolerance of ambiguity, they will be able to better cope with language uncertainty and ambiguity, and thus use English more confidently and effectively.

Therefore, in English teaching, it is very important to cultivate learners' tolerance of ambiguity. This can be achieved in many ways, such as focusing on the introduction of context and cultural background in teaching, emphasizing the diversity and variability of language information, etc. At the same time, in English learning, the use of reading strategies can also help learners improve their tolerance of ambiguity [10-11], such as inferring the meaning of words and predicting the main idea of articles through context.

2.2 Classification of Tolerance of Ambiguity Scenarios

Tolerance of ambiguity can manifest itself in different situations, the following are some common classifications of tolerance of ambiguity situations:

Tolerance of ambiguity in language comprehension: It involves the ambiguity and ambiguity of language information. For example, in reading and listening comprehension, learners need to infer the meaning of words and understand the structure and meaning of long and difficult sentences through the context and context.

Tolerance of ambiguity in academic and professional fields: It involves the ambiguity and uncertainty of subject knowledge. For example, when reading academic papers and professional materials, learners need to deal with the polysemy and ambiguity of subject terms.

Tolerance of ambiguity in Intercultural Communication: It involves the ambiguity and uncertainty of cultural differences and language variants in intercultural communication. For example, in cross-cultural communication [12-13], learners need to understand language and cultural differences between different countries and regions to avoid misunderstandings and conflicts.

Tolerance of ambiguity in other aspects: It involves ambiguity and uncertainty in other aspects. For example, when facing new learning tasks and challenges, learners need to endure uncertainty and difficulties and maintain a positive learning attitude and motivation.

It should be noted that in different scenarios, the performance and requirements of fuzzy tolerance will also be different. Therefore, for different tolerance of ambiguity situations, different teaching strategies and methods need to be adopted to help learners improve their tolerance of ambiguity ability.

2.3 Research Status at Home and Abroad

Tolerance of ambiguity is a relatively new concept, which has received more and more attention in domestic and foreign research. The following is the research status of fuzzy tolerance at home and abroad:

2.3.1 Domestic Research Status

Domestic researchers' studies on tolerance of ambiguity mainly focus on two aspects: one is the application in language learning, and the other is the application in cross-cultural communication.

In the application of language learning, domestic researchers mainly discuss the relationship between tolerance of ambiguity and language skills of English learners such as listening, speaking, reading and writing [14-15], and the effect of tolerance of ambiguity on language learning for English learners.

In the application of cross-cultural communication, domestic researchers mainly discuss the relationship between tolerance of ambiguity and cross-cultural communication, and how to improve the tolerance of ambiguity in cross-cultural communication.

2.3.2 Research Status Abroad

In foreign countries, the research on tolerance of ambiguity is mainly concentrated in the fields of language learning, psychology and education. In terms of language learning, foreign researchers mainly discuss the relationship between tolerance of ambiguity and English learners' language skills and language learning strategies, and how to improve English learners' tolerance of ambiguity.

In psychology, foreign researchers mainly explore the relationship between tolerance of ambiguity and emotion regulation, cognitive control and creativity.

In the field of education, foreign researchers mainly discuss the influence of tolerance of ambiguity on learning motivation, learning strategies and learning achievements, and how to improve students' tolerance of ambiguity in the educational environment.

In general, domestic and foreign studies have shown that tolerance of ambiguity is a very important concept for language learning and intercultural communication, and it plays an important role in improving learners' language skills and intercultural communication competence.

3. Reading Strategies and Foreign Language Anxiety

3.1 Reading Strategies

In English learning, reading is a very important skill, because it can not only help us understand the content of the article, but also help us improve our vocabulary and grammar knowledge. However, reading English texts can present some challenges, especially for non-native speakers. Therefore, mastering some reading strategies can help us understand and learn English more effectively.

One such reading strategy is prediction. Before reading an article, we can browse the article's title, subtitle, chart, text box and other elements to predict the topic and content of the article. This helps us to find relevant information and highlights more specifically when we read.

Another reading strategy is scanning. When we read an article, we don't have to stop and read every word carefully, but can quickly scan some paragraphs and focus on some key words and phrases. This can help us understand the topic and structure of the article faster and find the information we need.

The final reading strategy is inference. Sometimes there may be some unfamiliar words or expressions in the article, but we can infer their meaning through the context. This requires us to have a clear understanding of the overall meaning of the text and be able to deduce the meaning of words or phrases from the context.

Besides the reading strategies mentioned above, there are some other strategies that can help us understand and learn English better.

One is callouts. When we read an article, we can use tools such as notes, highlighters or bookmarks to mark the key information and key sentences of the article. This helps us review content more easily and find relevant information faster when needed.

The second is background knowledge. Sometimes we may encounter some highly specialized or unfamiliar topics. At this time, knowing some relevant background knowledge can help us better understand the content of the article. For example, if we are reading an article about chemistry, knowing some basic chemical concepts and terms will make it easier for us to understand the content of the article.

Finally, reading English articles is a long-term process, and we need to practice and accumulate experience constantly. When reading, we can try different reading strategies and choose the method that suits us according to our own situation and needs. At the same time, we can also choose some English materials suitable for our own level, such as English news, scientific articles or novels, etc., to constantly challenge our reading ability and improve our English level.

3.2 The Relationship between Tolerance of ambiguity and Reading Strategies

Tolerance of ambiguity and reading strategies in English learning are closely related. Tolerance of ambiguity means that when understanding a piece of English text, it is not necessary to fully understand all the words and grammatical structures, but the general meaning can be inferred from the context and other clues. This kind of vague understanding is very common in English learning,

especially for beginners and non-native speakers.

Reading strategies can help us better deal with tolerance of ambiguity. For example, scanning and prediction can help us quickly understand the theme and structure of the article, making it easier to infer the meaning of the article. Inference strategies help us understand the meaning of a text by inferring the meaning of words and phrases from context and other clues. Annotation strategies can help us mark key information and key sentences, making it easier to review the content of an article.

It should be noted that tolerance of ambiguity does not mean that we can completely ignore words and grammatical structures in English texts. In the process of learning English, we need to constantly learn and master words and grammar rules in order to understand and express English more accurately. Reading strategies simply help us deal with tolerance of ambiguity better, making us more efficient and confident when learning English.

In addition, tolerance of ambiguity and reading strategies also reflect a positive learning attitude. In the process of learning English, it is impossible for us to fully grasp all the words and grammatical rules [16-17], so we need to accept and tolerate our own shortcomings, and learn to understand and express English in other ways. This positive attitude can help us better deal with challenges, overcome difficulties, and improve our English level gradually.

Finally, it should be emphasized that tolerance of ambiguity and reading strategies are also applicable to the learning of other English skills, such as listening, speaking and writing. In the process of learning English, we need to constantly try and practice, to deal with various challenges through tolerance of ambiguity and reading strategies, and to gradually improve our English skills.

3.3 Foreign Language Anxiety

Foreign language anxiety refers to a negative emotion and mental state caused by doubt and anxiety about one's own ability when learning or using a foreign language [18-19]. Foreign language anxiety is a very common phenomenon in English learning, especially for non-native speakers. Foreign language anxiety can affect all aspects of English learning, such as listening, speaking, reading and writing. It can lead to nervousness, low self-confidence, and fear of making mistakes, which can affect our learning and performance. At the same time, foreign language anxiety can also affect our understanding and adaptation to English culture and society. Here are some steps we can take to overcome foreign language anxiety:

1) Accepting our own shortcomings. We need to understand that the process of learning English is a long-term process, which cannot be accomplished overnight. We need to accept our own shortcomings and be optimistic about our own progress and growth.

2) Enhancing self-confidence. We need to believe in our abilities and believe that we can learn English. Some positive ways can be used to enhance self-confidence [20], such as communicating with native speakers, participating in English corners, listening to English songs, watching English movies, etc.

3) Making a study plan. We need to make a reasonable study plan and stick to it. A study plan can help us learn English in a more organized manner, thereby improving learning efficiency and results.

4) Practicing more. Practice is the key to improving your English. We need to listen more, speak more, read more, write more, and improve our English ability through continuous practice.

5) Asking for help. If we encounter difficulties and problems, we need to ask for help. We can seek help from teachers, classmates, friends or the English learning community to solve problems together.

Foreign language anxiety is a common negative emotion, but we can overcome it and improve

our English with a positive attitude and effective learning strategies.

4. Research Design

4.1 Data Collection

This paper adopts the method of questionnaire survey to understand the current situation of high school students' tolerance of ambiguity, and to determine whether there is a certain correlation between tolerance of ambiguity, reading strategies and foreign language anxiety. Taking 168 students in a certain class of a high school in City A as the research object. A total of 168 questionnaires were distributed, and 168 were recovered, of which 153 were valid questionnaires, and the effective recovery rate was 90.15%. The following are specific questions that require research:

1) The status quo of high school students' tolerance of ambiguity in the process of English learning?

2) Whether the reading strategies can improve reading tolerance of ambiguity?

3) Whether the improvement of tolerance of ambiguity can reduce foreign language anxiety?

Based on the above questions, a questionnaire survey was carried out to make a comprehensive analysis of the relationship between the current tolerance of ambiguity, reading strategies and foreign language anxiety.

4.2 Statistical Analysis

4.2.1 Status Quo of Tolerance of Ambiguity

According to the collected questionnaires, statistical analysis was carried out on the questionnaires, and the analysis results are shown in Table 1. Figure 1 shows the proportion of questionnaires.

Table 1: Tolerance of ambiguity Survey

	Index	Value range	Number	Percentage
Tolerance for ambiguity	High	<2.667	21	12.5%
	Moderate	2.667-3.746	123	73.2%
	Low	>3.746	24	14.3%

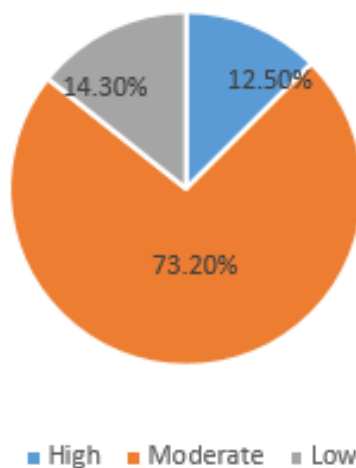


Figure 1: Survey results

It can be seen from the data that the tolerance of ambiguity is at a medium level, accounting for 73.2%, and 123 people are at this level; and the number of people with low fuzzy tolerance and high fuzzy tolerance is a minority, accounting for 14.3% and 12.5% respectively, with 24 and 21 people. It can be seen that most people's tolerance of ambiguity is at a moderate level.

4.2.2 The relationship between reading strategies and tolerance of ambiguity

The following is the data on whether reading strategies can improve tolerance of ambiguity, as shown in Figure 2.

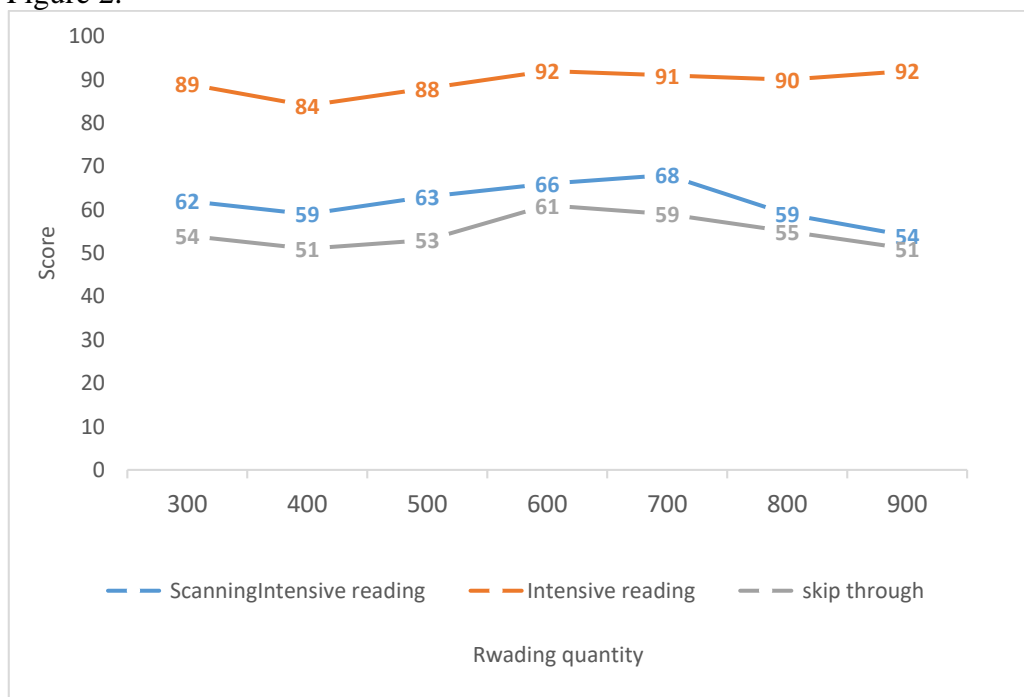


Figure 2: Reading measure and tolerance of ambiguity

The data in Figure 2 clearly shows the relationship between reading strategies and scores. Obviously, no matter how much the reading volume is during intensive reading, the reading score is the highest, the highest score is 92, and the reading volume is 600 and 900; the score of scanning is the second, basically lower than intensive reading but higher than skipping; the score of skipping is the lowest, reaching 51 points when the reading volume is 400 and 900. This survey proves that reading strategies can indeed improve tolerance of ambiguity in English learning.

4.2.3 Whether the improvement of tolerance of ambiguity can reduce foreign language anxiety?

We divide tolerance of ambiguity into three groups, high, middle and low, and conduct foreign language anxiety surveys on the members of these three groups. The survey results are shown in Figure 3.

Figure 3 shows the relationship between tolerance of ambiguity and foreign language anxiety. The lower the fuzzy tolerance value is, the higher the fuzzy tolerance is. The higher the foreign language anxiety value is, the worse the anxiety state is. Analyzing the data in the graph, it is found that the foreign language anxiety index is 2 when the tolerance level is 2.2, and becomes 6 when the tolerance level drops to 3.1. It shows that the degree of foreign language anxiety is directly proportional to the tolerance of ambiguity, and the higher the tolerance of ambiguity, the more the

anxiety from foreign language learning can be reduced.

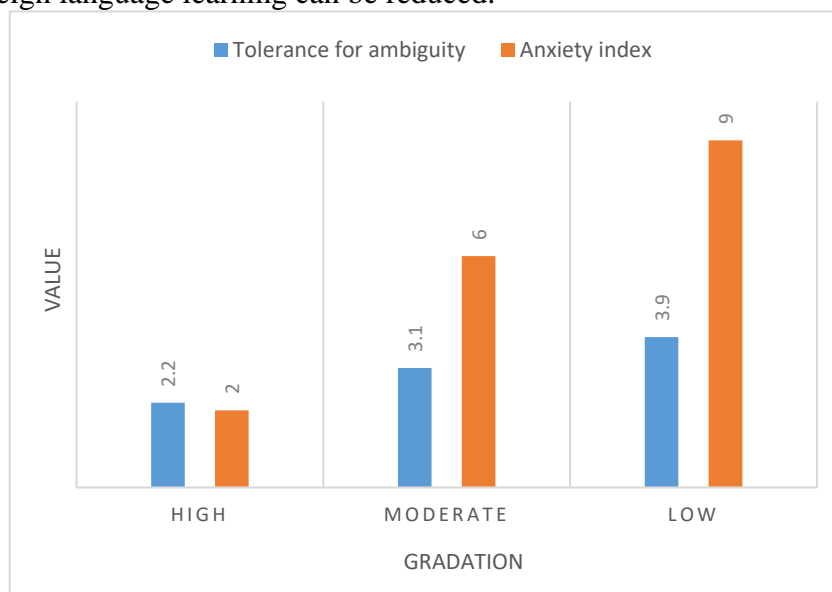


Figure 3: Tolerance of ambiguity and foreign language anxiety

5. Conclusion

This study aims to explore tolerance of ambiguity, reading strategies and foreign language anxiety in the process of English learning, and to analyze the influence of these factors on learners' English learning outcomes. Through the application of research methods such as questionnaire survey, experiment and text analysis, this study draws conclusions: First, the level of learners' tolerance of ambiguity is related to factors such as their vocabulary, grammar knowledge level, reading ability and language background; secondly, learners' reading strategies are closely related to factors such as their reading speed, vocabulary, grammar knowledge level and reading purpose; finally, foreign language anxiety negatively affects learners' language learning outcomes. Therefore, in English teaching, teachers should pay attention to cultivating learners' tolerance of ambiguity level, adopt effective reading strategies and methods, and alleviate learners' foreign language anxiety, so as to improve learners' language learning outcomes. In addition, learners should also actively participate in English learning, strengthen their language learning and understanding, and improve their language skills. In conclusion, this study provides valuable reference and guidance for English learners, and also provides useful teaching reference for teachers.

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