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RELATIONSHIP BETWEEN AMBIGUTIY TOLERANCE AND LEARNERS' GENDER, ANXIETY LEVELS AND LANGUAGE LEARNING STRATEGIES CHOICE

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To my beloved family…

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Aslıhan AKSOY

ABSTRACT

RELATIONSHIP BETWEEN AMBIGUTIY TOLERANCE AND LEARNERS' GENDER, ANXIETY LEVELS AND LANGUAGE LEARNING STRATEGIES CHOICE

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Ambiguities inherently exist in any language and foreign language learners encounter innumerable ambiguous situations while learning a language. Ambiguity tolerance is considered as an important personality trait which can influence foreign language learning. Taking into account this phenomenon, this study was performed to investigate the relationship between ambiguity tolerance and learners' gender, anxiety levels and choices of language learning strategies. The study was conducted with 202 vocational college students who studied in aviation related programs. The data of the study which was carried out in a foundation university located in Nevşehir, Turkey, was collected utilizing three surveys and a demographic questionnaire. The results of the study were obtained with descriptive and correlational analysis methods. The findings revealed that the learners' ambiguity tolerance is at a moderate level; male learners are more tolerant of ambiguities in the foreign language than female learners; ambiguity tolerance has a very low correlation with learners' anxiety levels; learners' choices of language learning strategies have no association with their ambiguity tolerance. The findings of this study are discussed within the compass of relevant studies existing in the literature.

Key Words: Ambiguity tolerance, anxiety, gender, language learning strategies

ÖZET

RELATIONSHIP BETWEEN AMBIGUTIY TOLERANCE AND LEARNERS' GENDER, ANXIETY LEVELS AND LANGUAGE LEARNING STRATEGIES CHOICE

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Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
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Belirsizlikler herhangi bir dilde doğal olarak bulunur ve yabancı dil öğrencileri, bir dili öğrenirken çok sayıda belirsiz durumla karşılaşırlar. Belirsizlik toleransı, yabancı dil öğrenimini etkileyebilen önemli bir kişilik özelliği olarak dikkate alınmaktadır. Bu gerçeği hesaba katarak, bu çalışma belirsizlik toleransının öğrencilerin cinsiyet, kaygı düzeyleri ve dil öğrenme stratejisi tercihleri ile olan ilişkisini incelemek amacı ile gerçekleştirilmiştir. Çalışma, havacılık programlarında öğrenim gören 202 meslek yüksekokulu öğrencisi ile yürütülmüştür. Nevşehir, Türkiye' de bulunan bir vakıf üniversitesinde yapılan çalışmanın verileri üç anket ve bir demografik soru çizelgesi ile toplanmıştır. Araştırmanın sonuçları betimsel ve korelasyon analiz yöntemleri ile elde edilmiştir. Bulgular, öğrencilerin belirsizlik toleransının orta düzeyde olduğunu; yabancı dildeki belirsizliklere karşı erkek öğrencilerin kız öğrencilerden daha toleranslı olduğunu; belirsizlik toleransının öğrencilerin kaygı düzeyleri ile düşük bir korelasyona sahip olduğunu; öğrencilerin dil öğrenme stratejisi tercihlerinin belirsizlik toleransı ile ilişkili olmadığını ortaya koymuştur. Bu çalışmanın bulguları alan yazınında yer alan diğer çalışmalar dahilinde tartışılmıştır.

Anahtar Kelimeler: Belirsizlik toleransı, kaygı, cinsiyet, dil öğrenme stratejileri

FOREWORD

The basis for this research originally stemmed from my desire to provide elaborated information regarding ambiguity tolerance as a personality trait and how it functions in the process of learning English as a foreign language in the context of Turkey. In order to achieve better results in foreign language learning, teachers are expected to value and understand various factors related to each learner. My intent is to shed light on some piece of the whole view.

In all honesty, I could not have achieved my goal if I had not have the powerful support that I received from my family, my supervisor and the other members of the committee. I would like to thank all for the unwavering support.

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Aslıhan AKSOY

TABLE OF CONTENTS

page

CHAPTER I

CHAPTER II

CHAPTER III

3. METHODOLOGY

CHAPTER IV

4. RESULTS

CHAPTER V

5. CONCLUSION AND DISCUSSION

ABBREVIATIONS

AAT : Attitudinal Ambiguity Tolerance Scale

AT : Ambiguity Tolerance

EFL : English as a Foreign Language

FLCAS : Foreign Language Classroom Anxiety Scale

ESL : English as a Second Language

ID : Individual Difference

SILL : Strategy Inventory for Language Learning

SL : Second Language

SLTAS : Second Language Tolerance of Ambiguity Scale

TPR : Total Physical Response

LIST OF TABLES

Page

LIST OF FIGURES

Page

APPENDIX

Page

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Foreign language learning is a prolonged and complicated process which requires dedication and intensive effort. Learners proceed in an unknown path that becomes gradually familiar and safer, as they begin to convey messages in the target language and, eventually, acquisition occurs by time. However, due to the fact that a language is vivid, baring cultural features brought in by the people who speak that language, it changes with the impact of many elements. There is always something new, uncertain and awaiting to be tackled with as the process goes on. As cited by El-Koumy (2000), Chapelle and Roberts (1986) stated that language learning experience may be odd because the learner meets new lexical, structural, phonological and cultural information which is uncertain and complex to comprehend due to diverse features of the source and the target languages.

Many factors playing vital roles at different stages intervene with this process. Foreign language learning is quite different from the first language acquisition, especially when the variables contributed by the learners are considered. As Oxford and Cohen (1992) claim, learner variables are the most effective factors within the course of language learning. Thus, “learner characteristics” such as “age, sex, motivation, anxiety, self-esteem, tolerance of ambiguity, risk-taking, cooperation, competition, and language learning strategies and styles” as listed by Oxford and Cohen (1992), have pulled attention of many researchers. Scholars have acknowledged that variables related to personality or emotions of the learners are interrelated to each other to some degree and shape language acquisition. Oxford and Cohen (1992) state that learners who possess less risk-taking ability are also less tolerant of ambiguities, because, accordingly, they lack ability to handle unknown situations in language learning.

Ambiguity tolerance (AT), a concept first introduced by Frenkel-Brunswick (1949) which may be determinant of behaviors when someone encounters ambiguities in different occasions, has mainly been concerned in the field of psychology. In recent years, tolerance of ambiguity has been looked through by scholars performing studies in foreign language learning due to the ambiguous nature of a foreign language for a learner.

As cited by Nosidlak (n.d.), Trawiński (2005) expressed that personality of a learner may not be changed and it induces emotions which influence behaviors. Anxiety, for instance, having pulled attention of many scholars, may show itself as inhibition and result in hindered language acquisition. In the study with 73 secondary school students in China, Dewaele and Ip (2013) detected a significant negative relationship between tolerance of ambiguity as a personality trait and anxiety as an emotion based on personality. The researchers also expressed that both anxiety and ambiguity intolerance may be born with perfectionism. In another study, El-Koumy (2000) found that tolerance of ambiguity is closely related to anxiety. Dewaele and Ip (2013) advocated that teachers should help students be more flexible towards ambiguities, use clear instructions in order to decrease uncertainties because ambiguity of a foreign language classroom is potentially an anxiety provoking factor.

Anxiety is a phenomenon that is embedded in foreign language learning, especially for the situations of language learners who have limited opportunities to come contact with the foreign language in their environments. However, both anxiety and tolerance of ambiguity may yield contradictory results in language learning. For instance, learners with high ambiguity tolerance may adopt permanent errors in the target language, or achievement may be promoted with anxiety in some cases.

In the light of these, language learners' strategy use gains importance. Language learning strategies are some kind of defense mechanisms that are adopted and used against the threats or stimuli detected by personality and feelings of the learner in the formal or informal language learning environments. Every language learner seeks ways of storing new information, processing it and transforming it into permanent knowledge. While doing this, learners' tendencies may be affected by some variables, such as age, sex, attitudes, motivation, language learning goals, motivational orientation, learning style, aptitude, professional needs, national origin, language teaching methods, task requirements, language being learned, duration, and degree of awareness (Oxford, 1989). Learners may not be consciously using the learning strategies. In order to help students take the advantages of strategy use, teachers should be aware of the variables related to the learners and guide them to use the most appropriate strategies relevant to the learners' goals and individual differences.

Chu, Lin, Chen, Tsai and Wang (2015) found that learners' of Chinese as a second language with high or medium tolerance of ambiguity use language learning strategies more effectively and they utilized cognitive, meta-cognitive, compensatory,

social, and affective strategies more than their counterparts, learners with less tolerance of ambiguity. According to their study, learners with low ambiguity tolerance preferred strategies that they could refer to their source language more and favored memory strategies.

Researchers, such as Horwitz, Horwitz and Cope (1986), von Wörde (2003), Tseng (2012), Nishitani and Matsuda (2011), advised that teachers should bring authenticity into the classroom using variety of activities suitable for students' ages and language levels, utilize diversified techniques considering different learning tendencies and guide students in usage of appropriate learning strategies.

1.2. Statement of the Problem

According to the education system of Turkey, it is compulsory to learn a foreign language, especially, English. Foreign language learning starts with the 2nd grade and lasts till the end of the 12th grade. However, despite the long years of foreign language learning, many individuals complain that they could not become proficient EFL speakers, remained with unimproved skills and unable to express themselves in the foreign language.

A general overview of the EFL learning context of Turkey shows that many learners are less fortunate than the others who live in big cities or in the cities located by the coast where industry or tourism are main means of living. In such places, learners come across with opportunities of communication with native speakers or proficient English speakers of other nations. These opportunities of exposure to the foreign language grant learners with improvement of the skills and development of self-confidence.

Nevertheless, learners in other regions of the country have very limited chances to mingle with the foreign language. The densest times that these learners contact with the foreign language are the course periods or the hours spent for self-study. This limitation prevents learners from developing competence in the foreign language. Because of the incompetency of the learners, the foreign language remains unexplored and ambiguous. Consequently, ambiguities of the foreign language may become stress sources for learners which result in negative feelings and beliefs about the foreign language. With the negative feelings and thoughts, learners qualify foreign language as something which cannot be learned and used. When they encounter moments that they

need to use it, they feel highly anxious. Therefore, they refrain from interacting with others in the foreign language. Even during classroom activities, learners show reluctant behaviors, report having discomfort accompanied with stomach pain or trembling, their cognition gets blocked and fail to understand what is being said or express their thoughts, or they feel overwhelmed and get frustrated. Eventually, they tend to give up efforts due to the devastating experiences.

Another factor that impedes EFL in Turkey's context is the exam pressure created by the educational system in the country. The centralized exams conducted between levels of education require methods which teach strategies and techniques needed for success in the exams. Learners who are educated in such a system perceive foreign language as a subject like mathematics or history and handle it in order to pass an exam. This misperception leads learners to develop studying habits through memorization of structures. Unfortunately, learners miss the phenomenon that the foreign language is a tool for communication which needs to be manipulated in various ways. When test anxiety and unfamiliarity combines with faulty studying habits learners become unable to acquire proficiency in the foreign language.

Introduction of various materials, teacher trainings and accessibility of the technology in the language learning environment show that sources are not sole responsible agents of failure in foreign language learning in the country. In an EFL context, as of Turkey, that provides inadequate opportunities of foreign language usage and beclouds learners' foreign language acquisition due to the reinforced ambiguity and arisen anxiety, learners become more vulnerable. Teachers need to understand their students better through assessing their differences in ambiguity tolerance and anxiety levels, and identify learners' usages of language learning strategies which may be a reflection of these variables.

1.3. Purpose of the Study

Literature presents limited numbers of research regarding tolerance of ambiguity which is a recent concern in the foreign language learning context, especially in the EFL context of Turkey. Erten and Topkaya (2009) investigated the relationship between "tolerance of ambiguity, gender, proficiency level, perceived success in reading and strategy training" in reading classes. They found a negative correlation between proficiency level and intolerance of ambiguity; female learners were less tolerant and

suggested better strategy training would enhance learners' tolerance to ambiguities and accelerate learning. The findings of Erten and Topkaya (2009) were confirmed in a later study by Kural (2014). However, in a more recent study, Kocaman and Pamukoglu (2018) found no significant difference related to the relationship between ambiguity tolerance and learners' proficiency levels and preparatory learners were reported to feel more comfort in handling structural ambiguities. Apart from these, Coşkun (2017) analyzed a low correlation between ambiguity tolerance and learners' frequency of participations and, contrary to the previous studies; it was revealed that ambiguity tolerance levels of male and female learners did not differ at all.

Some research conducted in the other contexts of EFL has focused on achievement in the foreign language, application of reading or translation strategies or anxiety. As Erten and Topkaya (2009) stated, scholars who have performed such studies advise that learner' awareness of ambiguities in the foreign language, its being natural and explicit training of strategy use in order to handle the ambiguities given by the teacher will ease learning and promote achievement. Therefore, this study is conducted in order to provide EFL teachers more data related to interplay of tolerance of ambiguity with learners' genders, anxiety levels and choice of learning strategies. Tolerance of ambiguity and induced anxiety may be basic reasons of learners' attitude, behaviors or performances. The outcome of this study is planned to serve teachers' convenience while they are revising their teaching techniques, materials and activities considering individual differences and needs so that their teaching addresses all; raising learners' awareness of their personal characteristics from the point of view of ambiguities; introducing varied strategies and training the learners for the effective use of strategies, thus eliminating or, at least, controlling anxiety in the language learning process.

1.4. Research Questions

In order to fulfill the purpose of the study, following questions were asked:

1. To what extent are EFL learners who study in aviation related programs of a vocational college tolerant to ambiguity?
2. Does gender have an effect on the level of ambiguity tolerance?

3. What is the relationship between learners' level of ambiguity tolerance and anxiety levels?
4. What is the relationship between learners' level of ambiguity tolerance and choice of language learning strategies?

1.5. Significance of the Study

"Language learning, more than almost any other discipline, is an adventure of the whole person, not just a cognitive or metacognitive exercise" (Oxford & Burry-stock, 1995, p. 18). Hitting the pavement with this notion, it is important to take into account what learners contribute to the foreign language learning process. Therefore, one of the most important responsibilities of teachers is to shape their teachings considering individual differences of their students.

As Smock (1955) stated, anxiety is reflection of tolerance of ambiguity as a personality trait and anxiety level is inversely proportional to tolerance of ambiguity level. Researchers have acknowledged the positive correlation between the use of language strategies and achievement in many studies. Moreover, Oxford (2003) stated that tolerance of ambiguity is one of the determinative factors in the use of language strategies.

This study will contribute to the literature by investigating the interplay of ambiguity tolerance with anxiety and learners' choices of language learning strategies. Studying these learner variables will provide insight of how ambiguity tolerance functions in EFL learning, how it correlates with anxiety, the devastating feeling in most cases, how ambiguity tolerance relates to use of language learning strategies, and how levels of ambiguity tolerance differ according to genders in the EFL context of Turkey.

1.6. Definitions

Ambiguity tolerance is someone's acceptance of diversities and uncertainties as an "open-minded" individual and people with a "close-minded" character tend to reject ideas if those ideas do not fit into their perspectives (Brown, 1994).

Anxiety is described as a "subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of autonomic nervous system" by Spielberger (1983, p. 15) or "fear, panic and worry" by Abu-Rabia (2004, p. 711).

Learning strategies are defined as specific methods or techniques employed by the learners to facilitate their “comprehension, retention, retrieval and application of information” in a second or foreign language by Oxford (1990) and she stated that learning strategies have a specific importance because they make learners active and self- directed learners, in other words, communicatively competent learners.

CHAPTER II

2. REVIEW OF LITERATURE

2.1. Introduction

This chapter presents review of literature on ambiguity tolerance, foreign language anxiety and language learning strategies. The first section covers theoretical aspects related to ambiguity tolerance and studies that have focused on ambiguity tolerance within the field of foreign language learning. In the following sections, discussions regarding second/foreign language anxiety and language learning strategies take place.

2.2. Ambiguity Tolerance

2.2.1. Key Concepts Relevant To Ambiguity Tolerance in General Psychology and Education

"Personality is, generally, defined as a distinctive and the most individual feature of a human being as it refers to psychological differences among people which are not related to their intellectual potential, but two ways of thinking or behaving directed by emotions or motivation characteristic of an individual" (Nosidlak, 2015, pp. 156-168). The complicated nature of our personality makes us unique and exceptional, thus it is also defined in terms of individual differences. Many scholars have explained personality as combination of invariable and sustained characteristics of a person. However, on the other hand, there have been some other theories proposing that personality is shaped early but it may change with intervention of some important events or mental disorders. Nevertheless, it is agreed upon that personality influences an individual's perception of the world and shapes his adjustment to the world with his reactions and relations.

Scholars theorize that entity of the personality is composed of innumerable traits which bare the clues to understand characteristics of an individual, behaviors and induced emotions. As defined by Dörnyei (2005, p. 1), "*individual differences* (IDs) are characteristics or traits in respect of which individuals may be shown to differ from each other". Educational psychology has reserved a remarkable ground to the research of individual differences that, highly, contributes to the process of language learning

and scholars have conducted numerous studies investigating relationships between individual differences or, in other words, personality traits, with achievement, attitude, motivation, strategy use and so on.

Psychologists have agreed upon that there are five factors called as 'higher-order personality traits' or the 'big five' which are categorized as Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness (Ożańska & Dewaele, 2012, p. 117). There have been many studies investigating the interplay of higher-order personality traits, alternatively named as supertraits, with academic success. Supertraits have been seen to be insufficient to explain academic success by Chamorro-Premuzic and Furnham (2003b), therefore, the researchers proposed that interaction of personality and learning would be best observed by measuring interplay of primary traits, such as anxiety, self-confidence, and willingness to take risks (as cited in Dörnyei, 2005).

Ambiguity tolerance, as a personality variable or individual difference factor (Budner, 1962), has been studied in variety of fields, such as clinical psychology, medicine and organizational behavior (Furnham & Marks, 2013 – as cited in Atamanova & Bogomaz, 2014). Nosidlak (2015) determined that tolerance of ambiguity is linked to openness. The results of the study conducted by El-Koumy (2000) showed that levels of ambiguity tolerance corresponds with risk-taking.

2.2.2. Definitions and Variations of Ambiguity Tolerance

Literature harbors various definitions for ambiguity and ambiguity tolerance. According to definition made by Budner (1962, p. 20), tolerance of ambiguity is "the tendency to perceive ambiguous situations as desirable", intolerance of ambiguity is "the tendency to perceive ambiguous situations as sources of threat". Intolerance of ambiguity may be accepted as "content characteristic of a person, which is monitored as a specific way of valuation of a particular situation, and as a "formal characteristic" of a person which may be reflected as a particular responsive style that may be defined as rigidity (p. 31). The researcher found correlations between intolerance of ambiguity and conventionality, religious belief, joining religious activities, dogmatism, idolization of or obedience to parents.

Frenkel-Brunswik (1949) stated that tolerance of ambiguity is related to personality, objecting the hypothesis that it is rooted from the environment as a perceptional phenomenon. She advocated that tolerance/intolerance of ambiguity is a

trait of authoritarian, prejudicial, rigid type of personality. In her study, she observed reactions such as standing against the unstable stimulus, retention of previously selected choice under an ambiguous condition, dichotomization of the world as being unable to see other paths, labeling the environment as good or bad and adaptation of a black and white perspective.

Durrheim and Foster (1996), starting from the point of view that previous research and assumptions had been rather esoteric to define tolerance of ambiguity as a constant personality trait, conducted another study with creation of a new instrument, the Attitudinal Ambiguity Tolerance Scale (AAT). Their findings led to the conclusion that individuals' reactions as tolerance/intolerance of ambiguity were attributed to a specific content, and showed positive relationship between ethnocentrism and tolerance of ambiguity. The inference was that an individual who shows high tolerance in one content may be intolerant of ambiguities in another content (as cited in Carver, 2006).

McLain (2009), described ambiguity as "the timely absence of information needed to understand a situation or identify its possible future states" (p. 977). There can be moments that an individual may get confused with uncertainty and complexity of the clues, in this case, to comment, distinguish, eliminate and fish the most appropriate bid of information among the complex stream may require more time compared to a decision making situation under crystal clear circumstances, or, even in the end of all the effort, selected information may not work as properly as it had been expected. Ambiguity exists when an individual is unable to foresee outcomes of his/her actions while taking a risk or facing an uncertainty which is a stress generating factor and may block comprehension (McLain, 2009, 2013).

Budner (1962) categorizes ambiguous situations into three: novel for being unfamiliar, complicated with lots of information and insoluble because of multiple variations. Relying on the assertion that ambiguity is treated as a threat by most individuals, the researcher notified four reactions that may be observed when such threat is encountered: "phenomenological denial", demonstrated with repression and denial - the individual changes his/her perception of reality regarding an ambiguous situation in a way that there is no problem to deal with; "phenomenological submission" is reflected with anxiety and discomfort – because reality regarding the ambiguous situation is unchangeable, individual's feelings change; "operative denial" is showed with destructive and reconstructive behavior – instead of admitting the uncertainty and adopting behaviors accordingly, modifying elements of the ambiguous situation;

"operative submission" is revealed with avoidance behavior as the truth cannot be altered (p. 30).

For McLain (2009), tolerance/intolerance is a range of reactions, tolerance is acceptance and intolerance is refusal. Therefore, ambiguity tolerance is reactions ranging between admission to refusal against the unfamiliar, complex and insoluble situations. The most common reaction to ambiguity is dislike, but, in some cases, it may be welcomed due to attraction with the unknown situation, especially, if there is no feeling of fear. Some individuals may credit the fear that is sensed in the absence of clear clues challenging and exciting, assuming that it will serve as a vehicle to carry them beyond their borders.

Brown (2007) briefs ambiguity tolerance as admission or rejection of new information filtered through our cognition. Chapelle and Roberts (1986) relate ambiguity tolerance with an individual's capability of acting in a reasonable and calm manner under blurred conditions. Similarly, as cited by Shakeri (2012), Ehrman (1993) stated that ambiguity tolerance is the degree to which a person acts comfortably even though the situation is ambiguous. He formalized tolerance of ambiguity in three bases; the capability of receiving new information, the capability of keeping conflicting or lacking information, the capability of adjusting the schemata as a reaction to the new stimulus.

Studies have revealed that ambiguity tolerance effects individuals' decisions while they are planning their future and choosing a career path. Budner (1962) mentioned that tolerance/intolerance of ambiguity was a factor in medical students' field preferences. In the study with 472 adolescents aged between 15 and 25, Stoycheva (1998), a psychologist in the Institute of Psychology at Bulgarian Academy of Sciences, found that art students had, considerably, higher tolerance of ambiguity compared to the students who studied in business, medical or technical fields. The researcher inferenced that the outstanding difference could be because art students needed to use ambiguity for creativity, and it was reinforced by individualized and nonridged learning environment.

2.2.3. Ambiguity Tolerance and Foreign Language Learning

Ely (1989) was first to value concept of ambiguity tolerance in the language learning field for its being, naturally, ambiguous. He claimed that linguists or teachers

may give importance to what degree the learners' are tolerant of ambiguities of the foreign language and how their learning is affected by the emotions arisen with these ambiguities. Individuals answer ambiguities with varied behaviors. Learners' certain attitudes, tendencies or preferences may be reflections of their reactions to the ambiguities that are predominant in the language learning environment. The irritation occurred because of ambiguities in the foreign language may hinder the process and execution of the activities. Learners' tendency to skip the classes, rejection of the fact that a word would have multiple meanings or desire to know meaning of every word in a reading text may be reflection of their intolerance (Ely, 1995; Tayebenik & Puteh, 2013). On the other hand, when students prefer the foreign language to be used during the lessons this may be due to their tolerance to ambiguities. Tolerant learners may be more comfortable with foreign language and show willingness to interact in the foreign language while intolerant learners lean to reclusion (Naiman, Frohlich, Stern & Todesco, 1978 – as cited in Shakeri, 2012; Dewaele & Wei, 2013). Chiang (2016) found that learners who have abilities to tolerate ambiguities preferred cooperative in-class activities to independent activities.

Learners who can tolerate ambiguities of a foreign language may cope with them better and this helps them perform better in the classroom or in the assessments. Grace (1998) indicated that tolerance of ambiguity played a crucial role in the achievement of second language learning and, especially, in tolerating lexical ambiguities. Numerous studies have revealed that learners with higher ambiguity tolerance employ reading strategies such as guessing meanings of words and are better achievers in reading comprehension (El-Koumy,2000; Erten & Topkaya, 2009; Kamran & Maftoon, 2012; Shakeri, 2013). Başöz (2015) analyzed that learners with higher ambiguity tolerance retained more vocabulary and had positive self-beliefs regarding their abilities in the foreign language. Chapelle and Roberts (1986) found that learners with tolerance of ambiguity achieved better in multiple choice grammar tests, dictation test and in parts of speaking tests.

Learners may not be totally tolerant/intolerant to the ambiguities in the whole language learning process. They may tolerate ambiguities related to a particular skill, but may feel uncomfortable with ambiguities related to another skill. Besides, intolerance in a skill may impede improvement of that skill. In the study with 323 Greek civil servants, Kazamia (1999) determined that ambiguity tolerance of the students were changeable depending on the skills. The learners could not tolerate uncertainty when

they intended to express their ideas in the spoken or written form. Besides they got stressed when they did not understand much of the teachers' instructions. Kamran (2011) investigated learners' ambiguity tolerance levels with regard to reading and writing skills. Majority of the students showed higher tolerance to ambiguities in reading tasks compared to writing tasks.

2.2.4. Optimum Level of Ambiguity Tolerance

One of the main concerns about ambiguity tolerance has been its optimum level that will facilitate language learning. Scholars have advocated that ambiguity tolerance at moderate levels promotes success in language learning classrooms (Ely, 1986; Ehrman, 1993; Brown, 2000; Kamran & Maftoon, 2012). Brown (2007) emphasized that very high levels of ambiguity tolerance may have a harmful effect and high tolerant learners may take every clue without transforming them into meaningful pieces of information and, adversely, intolerance may block learning very soon leading the mind into a rigid and uncreative state. El-Koumy (2000) supported these proposals regarding levels of ambiguity tolerance in his study that he conducted with Egyptian EFL students of whom avoidance behaviors pulled his attention in reading classes when they, stressfully and immediately, stopped reading a text with difficult vocabulary. In the study, learners were divided into three groups of ambiguity tolerance levels: high, middle and low. Relying on the results, he stated that a moderate level of ambiguity tolerance, rather than low or high levels, shall be preferred as it serves as a facilitating factor in reading comprehension.

2.2.5. Studies Regarding Gender Differences in Ambiguity Tolerance

Since gender, just as age or aptitude, is considered as an individual difference that affects language learning, scholars have included this variable in comparison measurements of ambiguity tolerance. Results of various studies have showed that a certain judgement regarding differences between genders in levels of ambiguity tolerance is not very possible. Marzban, Barati and Moinzadeh (2012) found that female learners were more tolerant than male learners who were observed to experience more difficulty in vocabulary and grammar tests. In the study by Sa'dabadi (2014), male learners scored higher on tolerance of ambiguity and achieved better results in the cloze tests. Erten and Topkaya (2009) identified that female learners scored low on ambiguity

tolerance which was thought to be due to female learners' higher attention to details when studying. However, Kamran (2011) and Başöz (2015) reached homogenous scores in comparison of male and female learners' levels of ambiguity tolerance.

2.2.6. Relationship between Ambiguity Tolerance and Anxiety

Anxiety has pulled attention of researchers as they looked through interplay of ambiguity tolerance with learners' emotions. As cited by Dewaele and Ip (2013), Bochner (1965) defined anxiety as a secondary characteristic of ambiguity tolerance, and Smock (1955) stated that anxiety is a reactional aspect of ambiguity tolerance, and added how anxious an individual depends on his ambiguity tolerance. Dewaele and Ip (2013) acknowledged that there was a powerful relationship between self-perceived proficiency, anxiety and ambiguity tolerance. They asserted that anxiety and ambiguity tolerance are extensions of Neuroticism and Openness. Learners who suffered less from anxiety demonstrated high ambiguity tolerance and low anxiety resulted in higher proficiency levels. They claimed that as the learner becomes more proficient, he feels less anxious and develops more tolerance.

The results of the study conducted with 295 participants by Genç (2016) revealed that learners experienced anxiety while reading a text in the foreign language and were intolerant of ambiguities. Female learners' achievement in the reading courses was negatively influenced by anxiety and ambiguity tolerance had a remarkable impact on the anxiety felt while reading in the foreign language.

2.2.7. Relationship between Ambiguity Tolerance and Language Learning Strategies

Many studies have revealed that ambiguity tolerance influenced learners' usages of language learning strategies. Range and frequency of strategy use may be influenced and varied depending on the level of ambiguity tolerance (Jun-Yong, 1998 – as cited in Kamran & Maftoon, 2012; El-Koumy, 2000; Shak, 2015).

In the study that Second Language Tolerance of Ambiguity Scale (SLTAS) was created, Ely (1989) investigated the relationship between learners' ambiguity tolerance and use of strategies for language learning. Analyzing the data obtained from 84 Spanish as a second language learners, the researcher confirmed that ambiguity tolerance had a significant negative relation with use of some of the strategies, such as

checking meaning of every word while reading, planning what to say before speaking and paying too much attention to grammatical rules while writing. He identified, also, that learners with high ambiguity tolerance did not hesitate to speak even if they did not know all the vocabulary or grammatical rules they needed to express themselves, and they tended to look for overall meaning when reading. Another important finding of this study was that learners with high ambiguity tolerance used creating mental images technique to remember vocabulary rather than memorizing in a mechanical manner.

Chu et al. (2015) analyzed that learners with high or medium levels of ambiguity tolerance tried to learn about the culture of the target language through participation in events or festivals, but learners with low ambiguity tolerance preferred to device observations or books to obtain information about the culture. Majority of the learners were interested in the target language and they looked for opportunities of interactions with native speakers. In the qualitative section of the study, one of the learners with low ambiguity tolerance admitted that she avoided socializing with native speakers.

2.3. Foreign Language Anxiety

Anxiety is qualified as one of the chief psychological factors in education (Tobias, 1979) and it is defined as "an unpleasant emotion triggered by anticipation of future events, memories of past events, or ruminations about the self" by Strickland (2001, p. 42). Anxiety may trouble people from all ages or backgrounds and it may impair natural flow of life for many people affecting their abilities in various situations. Many scholars admit that it is hard to make an exact definition for anxiety, but it influences and shapes learning experience and success in foreign language learning (Horwitz et al., 1986; Dörnyei, 2005; Brown, 2007; MacIntyre & Gardner 1991).

MacIntyre and Gardner (1991) approached anxiety from three different perspectives. First is trait anxiety; a person may characteristically be anxious about many things in general. Second is state anxiety; a person may feel anxious in some particular cases or actions, such as taking exams. Third is situation specific anxiety; a person may permanently feel anxious in a specific situation. Since 1970s, many studies have been conducted regarding anxiety as an influential factor in foreign language learning and most of these attempts have dealt with state anxiety from a situational aspect (Brown, 2007).

Anxiety may influence learners' performances regardless of teaching methods and educational environments. Tobias (1979) described anxiety as an emotional state that interferes with cognitive processes of learning at different stages. In his model, information is processed with three elements; input, processing and output. Input stage relates to the introduction of the learning material to the student. The processing stage covers actions taken by the learner in order to receive, deposit and retrieve the input. Finally, output implies to learners' performance that shows the objectives of the instruction have been reached. Anxiety can interfere with the course of the information processing at any stage; before, while and after the processing stage. Before processing stage, anxiety can affect the amount of the input that is registered. Sarason (1972) and Wine (1971) proposed that, at the input stage, anxious learners' attention can be divided between requirements of the task and their concerns related to themselves, such as sore self-evaluation, fear of possible failures and worries related to others' opinions. Termed by Eysenck (1979), this cognitive interference has negative impacts on the effective handling of the stimulant information for anxious students. The greatest impairment due to anxiety occurs at the input stage because the information that needs to be processed in the next stage remains missing or in unconnected segments. At the next stage, anxiety influences cognitive functioning while learners are processing the input because it decreases the capacity of working memory needed for processing the information. Finally, at the output stage, anxious learners can exhibit poor performances in assessments even though they put more effort than less anxious learners.

In the study that employed the model of Tobias (1979), MacIntyre and Gardner (1989) investigated roots of cognitive processing in language learning and they found that anxious students learned less vocabulary items of a given list and they recalled the words with more difficulty than did less anxious learners. In another study, MacIntyre and Gardner (1994) confirmed the negative correlation between language anxiety and performance at the output stage and found that less anxious learners had larger amount of knowledge and could demonstrate their knowledge at more ease.

According to Horwitz et al. (1986), anxiety in foreign language learning has a unique feature and differs from anxiety that emerges in learning environments of other subjects. The researchers proposed that anxiety is related to three dimensions of performances. First is communication apprehension; a general timidity or anxiety is felt while speaking to other people. Individuals who feel anxious when talking in mutual or more crowded conversations may get even more anxious in a language learning

classroom. These individuals suffer more than others because of inadequacy in expressing their ideas in the foreign language. On the other hand, learners' immature foreign language abilities may conflict with their mature thoughts and this can be a cause of apprehension in communicating in the foreign language. Anxiety related to second performance dimension is test anxiety which arises in evaluative situations. In some cases, especially perfectionist learners aim to perform very high and they set unrealistic goals, so any performance other than this goal means failure for them. Also, learners who are usually anxious about testing may feel more anxious in a foreign language classroom where assessments are frequent. The third dimension is fear of negative evaluation. The learners are constantly monitored and evaluated by the foreign language teachers, and they may also feel that peers are ready to correct their mistakes. Being corrected during classroom activities makes such learners feel anxious. However, negative evaluation does not necessarily come from others all the time. As an outcome of metacognition, self-evaluation takes place in the language learning environment. Negative self-evaluation and learners' worries of damaging their image may yield to anxiety as well.

Brown (2007) emphasized that anxiety, as an affective factor, plays an important role in second language acquisition and it is engaged with "self-esteem, self-efficacy, inhibition and risk-taking" (p. 161). Anxious learners suffer from low self-esteem and their negative self-perception prevents them from using the foreign language in the classroom. Zare and Riasati (2012) found a high negative correlation between self-esteem and anxiety, and indicated that learners who have the feeling of self-efficacy in the foreign language will have less anxiety and shoot the troubles of language learning better. Learners with self-confidence lack anxiety and self-confidence generates motivation to interact in the foreign language, eventually, learners may become better achievers (Clément, 1987 – as cited in MacIntyre & Gardner, 1991).

Research conducted in the language learning field has revealed negative effects of anxiety on learner performance and achievement (Horwitz et al. 1986; MacIntyre & Gardner, 1989, 1991, 1994; Tobias, 1979, 1986; von Wörde, 2003; Awan, Anwar, Azher, & Naz, 2010). Positive effects of anxiety were also discussed yielding to a classification at two poles, debilitating anxiety and facilitating anxiety. Learners are motivated with facilitating anxiety in order to "fight" the novel task and they demonstrate "approach behavior", whereas debilitating anxiety makes learners "flee" the task with adaptation of "avoidance behavior" (Scovel, 1978, p. 139). Eysenck

(1979) stated that anxious learners are aware of the detrimental effects of anxiety that they experience in the learning process. Therefore they attempt to compensate with increased effort and prolonged study. On the other hand, it has been acknowledged that some amount of anxiety may promote success if it results in alertness (Brown, 2007).

2.3.1. Causes and Manifestations of Foreign Language Anxiety in the Classrooms

MacIntyre and Gardner (1989) emphasized that learners may feel uneasy due to incompetence and fear of making mistakes and, consequently, become anxious about language learning because of the difficulties they experience at the very beginning. Learners may get anxious both with internal and external reasons in a language classroom (Noormohamadi, 2009). As offered by Young (1991), sources of anxiety in the foreign language classroom are personal and inter-personal reasons such as self-confidence, teachers' methodology such as being mindful of every mistake, teacher-learner interactions such as strict manner of the teacher when correcting a student's mistake, classroom procedures such as compelling learners to use the foreign language in the classroom, language testing and student beliefs.

An anxious learner may be described as a kind of learner who finds language learning as a displeasing experience, who avoids participation in class activities or interactions in the foreign language, who feels overwhelmed with fear of making mistakes and who is reluctant to use unclear or new structures. Supportively, studies have reported learners to manifest anxiety with some certain physical, verbal and psychological ways in the foreign language classroom. These manifestations are to freeze up in classes or give short responses, prefer to sit at the last row to avoid being called up, laugh nervously, stand outside the classroom to build courage before entering the classroom or skip classes, tend to make more mistakes and be very self-conscious about making mistakes, feel ashamed because of fear of being laughed at or feeling of inadequacy and go blank before tests (Horwitz et al. 1986; Young, 1991; MacIntyre & Gardner, 1991; von Wörde, 2003; Noormohamadi, 2009).

2.3.2. Teachers' Role in Management of Foreign Language Anxiety

Teachers are expected to recognize some learner behaviors as signs of anxiety, be sensitive and try to understand the underlying reasons. The time spent in order to deal with anxiety instead of barely teaching in the lessons will increase effectivity of the

time spent for language learning. Creation of a friendly atmosphere, selection of interesting and relevant contents and materials, balancing task requirements according to learners' language levels, making explicit explanations and giving enough time to learners before answering would definitely help reduce learners' anxiety and promote their performances in the foreign language learning environment (Crookall & Oxford, 1991; von Wörde, 2003). As reported by Young (1991), Krashen suggested that creation of "club membership" feeling in the foreign language classroom can help learners feel less anxious and direct more attention to the tasks instead of shouting troubles faced due to anxiety felt (p. 29).

2.4. Language Learning Strategies

With the intensified investigations that concentrated on second/foreign language acquisition, it was realized that some learners succeeded better regardless of the teaching methods or techniques. Concerns about determination of successful learners' characteristics led up to the description of the good language learner. This effort shed light to the fact that success was not only due to the learners' motivation or aptitude, but also the learners' contributions made with employment of personal techniques to the language learning process and these individualized strategies were not limited (Dörnyei, 2005; Brown, 2007).

As cited in Dörnyei (2005), Stern (1975) advocated that knowing skills and abilities of the good language learner and using this information in teaching will reduce the differences between the successful learners and the unsuccessful ones. As described by the researcher, strategies used by the good language learner are using clues of grammar or lexis and guessing meaning within the discourse; trying to communicate through using gestures, appealing to periphrasing or paraphrasing, spelling a word when he fails to pronounce it; handling uncertainty daring to lose face because of his mistakes for sake of maintaining a conversation; assaying the linguistic forms; practicing the language and getting use of every opportunity to practice by repeating vocabulary, constructing sentences, or participating the lesson; monitoring his own performance comparing with his peers or his goals and utilizing his mistakes for improvement; seeking meaning underlying the structure such as paying attention to the intonation in order to understand the intention of the speaker.

Chamot (2005) named learning strategies as facilitating procedures which help learners become more independent and autonomous learners (as cited in Allwright, 1990). Wenden (1987) defined learning strategies as different types of applications made by learners for meaningful learning (cited in Griffiths, 2003). According to Stern (1993), learning strategies are intentional ways of learning and they are "moment-by-moment" tactics that learners apply to overcome troubles met with "input" and "output" of a foreign language (Brown, 2007).

2.4.1. Taxonomies of Language Learning Strategies

Like definitions of language learning strategies made by numerous experts, various classifications can be found in literature. O'Malley, Chamot and Kupper (1987) offered that metacognitive, cognitive and socio-affective strategies are the main learner strategies. Metacognitive strategies are scheduling for learning, learner's monitoring his own performance, checking over and correcting one's mistakes and self-assessment after a task is completed. Cognitive strategies are related to a particular task and thoroughly working on a given material. Socio-affective strategies involve interaction with the teachers, peers or native speakers.

According to Rubin and Wenden (1987), learners utilize learning strategies of three different categories; learning strategies, subcategorized by cognitive learning strategies and metacognitive learning strategies, communication strategies and social strategies. According to this taxonomy, strategies are of two kind; cognitive and metacognitive strategies, ones that facilitate learning directly and others, communication and social strategies, that contribute the process indirectly. Cognitive strategies are determined as "Clarification / Verification", "Guessing / Inductive Inferencing", "Deductive Reasoning", "Practice", "Memorization", "Monitoring" (as cited in Zare, 2012, p. 165). Metacognitive strategies include planning, prioritization, goal setting and self-direction. Communication strategies are applied in order to maintain the conversations. Social strategies are utilization of opportunities that will expose the learner to the foreign language.

Oxford (1990) introduced a six-category strategy system called "the Strategy Inventory for Language Learning (SILL)", which is accompanied with a very common questionnaire that directly identifies learners' choices of strategy use. According to Oxford (1990), memory strategies are used by learners to remember information

through “rhyming”, “images”, “combination of sounds and images”, “TPR”, or using “flashcards” (Oxford, 2003, p. 12); compensatory strategies are students’ inferences from the context, referring to the synonyms or using gestures or fillers to convey ideas; metacognitive strategies are about organization of learning, seeking and using sources – “identifying one’s own learning style, preferences and needs, planning for a foreign language task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy” (Oxford, 2003, p. 12); cognitive strategies are related to students’ awareness of their own learning- “through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally” (Oxford, 2003, p. 12); affective strategies are being aware of weaknesses or feelings and knowing how to deal with them by expressing feelings, using deep breath technique; social strategies are asking for help or clarification, collaborating with peers or showing interest in the cultural or social aspects of the target language. Ehrman and Oxford (1990) distinguished memory, cognitive and compensation strategies as direct strategies, and metacognitive, social and affective strategies as indirect strategies. Strategies of either group bare equal importance for language acquisition.

Stern (1993) introduced five main strategies; management and planning strategies, cognitive strategies, communicative-experimental strategies, interpersonal strategies and affective strategies. Management and planning strategies are related to monitoring one’s learning with planning, determining objectives, selecting materials, employing appropriate techniques. Cognitive strategies are actions taken while executing a specific task in order to learn and remember the knowledge, and shoot troubles. Communicative-experimental strategies are usage of verbal or nonverbal sources that will prevent dialogs from closure. Interpersonal strategies include attempts for self-development and self-assessment, interaction with native speakers and familiarization with the culture of the foreign language. Affective strategies are being aware of uncertain, confusing and frustrating nature of learning a foreign language, controlling negative feelings and overcoming the prejudice against the native speakers or the culture.

Cohen (1996) asserted that strategies fall into two categories; strategies for language learning that are used to improve the knowledge related to the second/ foreign

language, such as grouping vocabulary for memorization, and strategies for language use that are used for manipulation of the language and grouped in four subcategories; “retrieval strategies” – withdrawal of subjunctive forms; “rehearsal strategies” – practicing subjunctive forms of the verbs for different tenses; “cover strategies” – memorizing and using a prepared phrase; “communication strategies” - using a word or phrase that is heard at the time of a dialog without an intention to learn it permanently.

2.4.2. Effective Use of Language Learning Strategies

It is important that learners use strategies consciously. According to Cohen (1996), if a student is skimming the text because of its length and unable to combine such attempt with a strategy or explain its function, it can be referred to a “process” rather than a strategy (p. 6). A learner may be using strategies frequently, however, sometimes; a particular strategy may not match with the given task at all.

According to Oxford (2003), a strategy works well if it is appropriate to the task being dealt with, if it corresponds to the learner’s style in a way or another, and if the learner uses it effectively and combines it with other relative strategies. Proper and accurate strategy use will promote learning, learners will be independent and it will be possible to use the acquired information in other situations. By this way, learners will become effective learners.

O’Malley et al. (1987) investigated strategies adopted by effective and ineffective learners for listening comprehension tasks. A total of 11 high school students, eight effective and three ineffective as per teachers’ ratings, participated in the study and “think aloud protocol” was used for data collection (p. 6). The results showed that the strategies used by effective and ineffective students were apparently different; effective learners showed higher applications on self-monitoring, elaboration and inferencing. Effective learners could easily revert to attentive listening after interruptions of think aloud moments, but ineffective students experienced difficulty in redirecting their attention to the task, and they lost attention when they heard an unknown word. Effective learners were observed listening longer phrases focusing on a bit of information when the speaker paused; ineffective learners followed the recording on a word-by-word basis. Effective learners tended to apply top-down processing, while their counterparts performed bottom-up processing. Effective learners referred to their previous knowledge for inferencing meaning from a new material, and they kept a new

word in memory in order to check their understanding when the task was completed, however ineffective learners tried to translate it. Effective learners were conscious about breakdowns in comprehension and tried to compensate by redirecting their attention or appealing elaboration or inferencing to cover the gaps in the meaning. They, also, realize whether an applied strategy worked at that moment or not, shifting to another action when that strategy did not serve.

2.4.3. Influential Factors in Use of Language Learning Strategies

As scholars proposed, strategies to be used may differ depending on numerous factors. Proficiency level is one of the chief factors that affect frequency of strategy use, and strategies that are used by learners from different proficiency levels may differ as well (Jhaish, 2010; Chang & Liu, 2015; Suwanarak, 2013). Many studies, such as the one conducted by Chang and Liu (2015), have shown that strategies are used by almost all learners, however more proficient learners use a wider range of strategies and they are more conscious in their preferences (Oxford, 1999). Identifying a strong relationship between course level and strategy use, Griffiths (2003) stated that learners with higher proficiency used strategies related to communication, vocabulary learning, reading, ambiguity tolerance, language systems, management of feelings and use of other sources. Compared to learners with low proficiency, strategies used by high proficient learners were more sophisticated and more communicative. In various studies, use of cognitive strategies which necessitates deep processing of knowledge and well manipulation of materials have been found in line with high proficiency levels (Ghaith & Rihan, 2012; Chamot & Kupper, 1989; Li, 2005). Results of the study that focused on relationship between strategy use and perceived difficulty by Li (2005) showed that learners who encountered difficulty in speaking and listening skills used little range of strategies with least popularity of social strategies and, also, learners who had difficulty in vocabulary learning used less strategies, especially with lowest means of memory strategies. Besides, the researcher analyzed that proficient learners applied affective strategies widely and, contrary to the study by Ghaith and Rihan (2012), low proficient learners did not prefer memory strategies at all.

Researchers claimed that use of strategies is positively related to learner autonomy. Strategy employment is a sign of autonomy, and the more strategies learners use, the more autonomous and self-regulated they become. Motivated learners who set

goals and stick on the language learning process until the goal is achieved have a tendency to use strategies widely and frequently (Oxford & Ehrman, 1995; Oxford, 1999; Khamkhien, 2010; Suwanarak, 2013; Liu, 2015).

It has been advocated that learning styles and use of language learning strategies are interrelated (Ehrman, Leaver & Oxford, 2003; Stern, 1975). Ehrman and Oxford (1990) investigated strategy preferences of adults categorizing them according to their learning styles. The results indicated that extroverts used social strategies more frequently and easily, and they sometimes preferred cognitive strategies. Introverts favored metacognitive strategies because they wanted to know the next step in the learning process in order to prepare and they avoided using social and affective strategies most of the time, they felt more comfortable with reading or writing tasks that could be performed alone. Also, they did not like to share their feelings or stress. Sensing type learners employed memory strategies more, and this was followed by cognitive and metacognitive strategies. They refrained from using compensation strategies because of their less ambiguity tolerance and dislike of guessing. On the other hand, intuition type learners used affective strategies and got well use of compensation strategies because they enjoyed guessing, taking risks and complexity. Learners with thinking style exhibited an outstanding amount of use of cognitive strategies due to their strong tendency to do analysis. Metacognitive strategies came in the second place for these learners, but they refused to use social strategies. Feeling type of learners did not use metacognitive strategies, their usages of social strategies were as high as extroverts, but within a smaller range. Judgers utilized metacognitive strategies contrary to perceivers who rejected using them. Perceivers reported using compensation strategies because they were comfortable with ambiguities, and showed spontaneous use of affective strategies.

As gender is an important variable and its interplay with other parameters of language learning has been looked through in a multitude of research, it has been taken into account in wide range of investigations related to language learning strategies. Findings of majority of the investigations have revealed that female learners used strategies on a wider and more frequent basis (Ehrman & Oxford, 1988; Li, 2005; Bożinović & Sindik, 2011; Viriya & Sapsirin, 2014; Saengaroon, 2016) and they, overwhelmingly, chose to use compensation strategies (Ehrman & Oxford, 1995). However, Griffiths (2003) and Khamkhien (2010) found no significant difference between genders in strategy use.

The influential factors in strategy use are not restricted with proficiency, motivation, learning styles, personality types or gender. Green and Oxford (1995) investigated strategies used by adults and looked through correlations with multiple variables, such as teacher perceptions, ego boundaries, aptitude and anxiety. Relying on teachers' perspectives, the researchers realized that cognitive strategies were frequently used by effective learners who were noted to have language learning aptitude. The results indicated that learners with lower aptitude applied affective and compensation strategies more; learners with longer academic or language learning backgrounds exposed higher scores of use of cognitive strategies; thin ego boundaries were correlated with compensation strategies that were preferred by learners who were flexible, sensitive and creative with new experiences; self-confidence had a positive impact on range of strategy use; and learners who reported being anxious about speaking in the learning environment utilized cognitive strategies which made the researchers inference that anxiety may have a facilitative effect in the language learning process. The researchers, also, observed that second language learners used strategies more systematically than foreign language learners due to the opportunity of using the language in daily life. Griffiths (2003) found that nationality affected frequency of strategy use. The results of the study conducted with 348 learners from 21 countries, revealed that European students used strategies more, and those strategies were related to looking for opportunities of communication, reading, watching TV or films in the target language. Contrary to findings of Green and Oxford (1995), Olivares-Cuhat (2013) indicated that anxiety had a negative correlation with cognitive and metacognitive strategies and compensation strategies were preferred more by anxious learners.

2.4.4. Instruction of Language Learning Strategies

Ehrman and Oxford (1988) claimed that learner strategies are less stable than cognitive styles and personality traits or some other individual differences, thus learners' preferences of learning strategies are alterable with instruction. With strategy instruction, teachers may raise learners' awareness of strategies, of which utilization will ease their learning in a fast and effective way. Strategy instruction is advised to be embedded in the everyday flow of the lessons, rather than giving as an additional training (Oxford, 2003; Chamot & Kupper, 1989).

It is important that teachers analyze styles and strategy preferences of learners in order to obtain the data necessary for adjusting their teaching and determining conflicting points between their teaching techniques and learners' applications. While assessing strategies, teachers should consider that usage of some strategies may be observed, such as underlying new words in a text, asking for repetition, but usage of some strategies, like translation while reading, cannot be observed, because they are employed mentally. Therefore, for strategy assessment, it is beneficial to utilize multiple methods, such as surveys, diaries, interviews, observations or in-class discussions.

As Chamot and Kupper (1989) expressed, success in strategy instruction depends on teachers' concern, composition of techniques, informing learners about effective strategy employment and raising learners' motivation to credit language learning strategies. Teachers need to plan instruction of a particular strategy well in advance, because it will take time for learners to familiarize with the new strategy and transform it to a habitual behavior. Strategy training should include following steps; identifying present strategies used by learners, determining needs, planning, administering the instruction for various skills and using the strategy for upcoming tasks.

CHAPTER III

3. METHODOLOGY

3.1. Research Design

This study employed a quantitative correlational design. According to Fraenkel and Wallen (2008), correlational research describes the degree of correlation between two or more variables. Therefore, as ambiguity tolerance is estimated to be an influential factor on learners' anxiety levels and use of language learning strategies, and levels of ambiguity tolerance may differ between genders, its correlation with these variables was investigated.

3.2. Variables

3.2.1. Dependent Variables

Ambiguity tolerance was taken as the dependent variable. It was intended to seek whether learners' scores on ambiguity tolerance could be explanatory on their anxiety levels and behaviors reflected as choice of language learning strategies. Learners were grouped according to three categories of ambiguity tolerance levels: low, medium and high. Learners' total scores on ambiguity tolerance and scores of different levels of ambiguity tolerance were discussed through descriptive statistics.

3.2.2. Independent Variables

Anxiety level is one of the independent variables of the study. Learners were divided into three groups according to their anxiety levels: low, medium and high. Also, learners' anxiety is evaluated on the basis of three dimensions of performance anxieties: communication apprehension, test anxiety and fear of negative evaluation. The effect of ambiguity tolerance on anxiety was analyzed both for different levels of anxiety and performance dimensions.

Another independent variable of the study is language learning strategies. Learners' overall strategy use and preferences among subcategories of language learning strategies were analyzed. Comparisons were made with descriptive statistics. The correlation between learners' overall strategy use, choices among subcategories of language learning strategies and ambiguity tolerance was investigated.

Gender was considered to be included among the independent variables because it is included in numerous researches focusing on ambiguity tolerance in the field of language learning. Comparisons of ambiguity tolerance levels between male and female learners were made and their ratio as per different levels of ambiguity tolerance was discussed.

3.3. Setting and Participants

3.3.1. Setting

This study was performed at Cappadocia Vocational College located in Mustafapaşa village of Ürgüp in Nevşehir, Turkey. All participants were second grade students of aviation related programs. Cappadocia Vocational College, which has recently become a part of Cappadocia University, is an enterprise of İlke Education and Welfare Foundation. Student candidates prefer the school due to its quality of vocational education and employment rates of its graduates. English language proficiency is considered as the major criteria for employment in the aviation sector. Therefore, utmost importance is given on EFL teaching in the aviation related programs of the school. Foreign languages department was composed of multinational instructors such as Turkish, Iranian, Polish, Syrian, Canadian and Russian at the time of the study.

3.3.2. Participants

202 second grade students who studied in Cabin Crew Services, Civil Air Transportation Management and Aircraft Technologies at Cappadocia Vocational College participated in this study. Number of female participants exceeded males, 118 females (58.4%) and 84 males (41.6%). This imbalance occurred because the quota of Cabin Crew Services Program was more than the quota of other programs and in the year of the study only females were accepted to the program. Ages of the participants ranged between 18 and 21. Majority of the participants had at least twelve years of EFL learning experience and only very few of them had learned English in a private school. English language proficiency of the participants was at the pre-intermediate to intermediate level. Due to the fact that graduates need to be able to communicate in English effectively for employment in the aviation companies, programs' curriculum bare intensive English classes. Students need to achieve a preset score from Oxford

Placement Test (OPT) according to their levels in order to be eligible to take the final exam at the end of each semester.

3.4. Instrumentation

In order to collect data, three different structured questionnaires and a demographic questionnaire were used. All the three structured questionnaires were translated into students' mother tongue, Turkish. The translations were controlled by another English language teacher.

For measurement of participants' level of ambiguity tolerance, the Second Language Tolerance of Ambiguity Scale (SLTAS) developed by Ely (1995) was utilized. The scale was created when Ely (1989) attempted to design a scale of ambiguity specific to second language learning situation. As the major criterion, the items of the scale were formed relating to wide range of language activities, such as listening, speaking, reading, writing, pronunciation and grammar. Having a high internal consistency and a Cronbach's alpha of .82, original version of SLTAS consists of twelve items with Likert type scales marked as 1; strongly agree, 2; agree, 3; disagree, 4; strongly disagree. For the present study, a five-Likert type version with addition of a third anchor "undecided" was administered in order not to force learners to make a negative or positive decision (Dörnyei, 2001; Erten & Topkaya, 2009; Marzban et al., 2012).

The Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) was instrumented in order to collect data regarding students' choices of learning strategies. SILL has fifty Likert type items which can be rated form 1 to 5 (1; never or almost never true of me, 2; usually not true of me, 3; somewhat true of me, 4; usually true of me, 5; always or almost always true of me). The inventory has six categories of language learning strategies; (a) memory strategy (items 1 to 9); (b) cognitive strategy (items 10 to 23); (c) compensation strategy (items 24 to 29); (d) meta-cognitive strategy (items 30 to 38); (e) affective strategy (items 39 to 44); and (f) social strategy (items 45 to 50).

Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) was used to measure anxiety levels of the students. FLCAS has 33 items that features five-point Likert type scale ranging from 1- strongly disagree; 2- disagree; 3- neutral; 4- agree and 5- strongly agree. The scale depends on self-reports of learners on

the basis of three different performance anxieties; communication apprehension (items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32); test anxiety (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28); fear of negative evaluation (items 2, 7 13, 19, 23, 31, 33).

For collection of participants' demographic data, a questionnaire developed by the researcher was conducted. The questionnaire enquired age, gender, grade, subject area of study and years of English learning experiences.

In order to confirm reliability of translated versions of the questionnaires, they were piloted with 55 students, 30 females and 25 males. Table 1 presents Cronbach's alpha values for SLTAS and FLCAS, and Table 2 shows Cronbach's alpha values for SILL with its six subcategories.

Table 1.

Cronbach's alpha values of SLTAS & FLCAS

Scale	No. of Items	Alpha Reliability	N
SLTAS	12	.71	55
FLCAS	33	.84	55

N: Total number of subjects

No. of Items: Number of Items

Table 2.

Cronbach's alpha values of SILL

Scale	No. of Items	Alpha Reliability	N (Valid)
Memory	9	.80	53
Cognitive	14	.81	52
Compensation	6	.76	54
Metacognitive	9	.84	53
Affective	6	.70	55
Social	6	.72	53
SILL	50	.93	55

N: Total number of subjects

No. of Items: Number of Items

For the reliability of the instruments Cronbach' s alpha coefficients were analyzed as .71 for Second Language Ambiguity Tolerance Scale (SLTAS), .84 for Foreign Language Classroom Anxiety Scale (FLCAS) and .93 for The Strategy Inventory for Language Learning (SILL). Reliability of the translated versions of the instruments resulted satisfactorily referring to Fraenkel and Wallen (2008) who stated "for research purposes, a useful rule of thumb is that reliability should be at least .70 and preferably higher" (p. 157).

3.5. Data Collection Procedures

The data collection was made during March and April months of spring semester at Cappadocia Vocational College. Upon permission from the college management, participants were informed about the study, its anonymity and its ineffective nature on the GPAs. Due to the total number of the items of the three questionnaires and, in order to obtain complete and consistent data, the data collection procedure was completed in three phases with a week break after each phase. The participants responded the demographic questionnaire and SLTAS in the first phase, FLCAS in the second phase and SILL in the final phase. Participants were given thirty to fifty minutes depending on the number of the items delivered in each phase. To prevent subject mortality, participants were asked to use nicknames and note down those nicknames for the rest of the procedure. All the nicknames were recorded and delivery of the questionnaires in the following phases was made as per the nicknames. After reliability analysis of the instruments in the end of March, data collection of the main study was conducted and completed by the end of April.

3.6. Data Analysis Procedures

The data obtained by means of the surveys was input to Statistical Package for the Social Science (SPSS 20) program. At the time of entering the data to SPSS 20 program, data provided by 33 participants was omitted due to subject mortality, incomplete or inconsistent questionnaires. Analysis for descriptive statistics and inferential statistics of the study was conducted based on responses of 202 participants out of 235. The reliability of the instruments utilized for the study was confirmed with Cronbach's alpha. Afterwards, descriptive statistics such as mean, standard deviation standard error of the mean was identified. Normality of distribution was checked with

calculations of skewness ratio and kurtosis ratio. In order to divide participants into three groups of ambiguity tolerance levels cluster analysis was performed with reductionist statistical technique. Distribution of the learners to three different levels anxiety was made through defining score ranges of different levels on SPSS. Distinction of the groups was checked with analysis of variance (ANOVA). Frequencies and independent sample t-test were carried out to detect gender effect on levels of ambiguity tolerance. For investigation of any significant relationship among ambiguity tolerance, anxiety levels and learners' choices of language learning strategies, Pearson correlation analysis was employed. The detailed tabulation and interpretation of the data analysis are presented in the following chapter.

CHAPTER IV

4. RESULTS

4.1. Introduction

This chapter is designed to present analysis of data obtained by means of three different scales and a demographic questionnaire. Findings of the study on the basis of research questions are detailed under the following headings.

4.2. Results of Data Analyses

4.2.1. Results of Descriptive Analysis of SLTAS

In order to understand to what extend EFL learners who study in aviation related programs of a vocational college are tolerant to ambiguity, frequencies analysis and descriptive statistics were utilized. Before inferencing the statistics related to SLTAS, it is necessary to explain how scores are referenced. When scores of all items are calculated the total score represents learners' tolerance or intolerance of ambiguity in general. Agreement with an item means intolerance. Thus, this means the higher the score, the less tolerant learners are of ambiguities in foreign language learning. According to the results of descriptive analysis of the data obtained from Second Language Tolerance of Ambiguity Scale (SLTAS), the minimum and maximum scores on the questionnaire are respectively 12 and 48; the mean and the standard deviation are in order of 33.99 and 6.40. A mean value of 33.99 is above the mid-point of the total score range of the scale which varies between 12 and 48. This value does not enable placing the learners somewhere close to the end values of the continuum. Therefore, it is inferred that the participants of the present study have neither low nor high tolerance of ambiguities in language learning. Accordingly, the learners' ambiguity tolerance is at a level that they will not handle ambiguities without questioning or their learning will not be impeded due to ambiguities. Statistical skewness (-.283) by standard error of skewness (.171) is -1.65 and statistical kurtosis (.420) by standard error of kurtosis (.341) is 1.23 which are in the range of +1.96 to -1.96, pointing to that the distribution is

normal (George & Mallery, 2010). Figure 1 demonstrates a better view of the learners' scores on SLTAS.

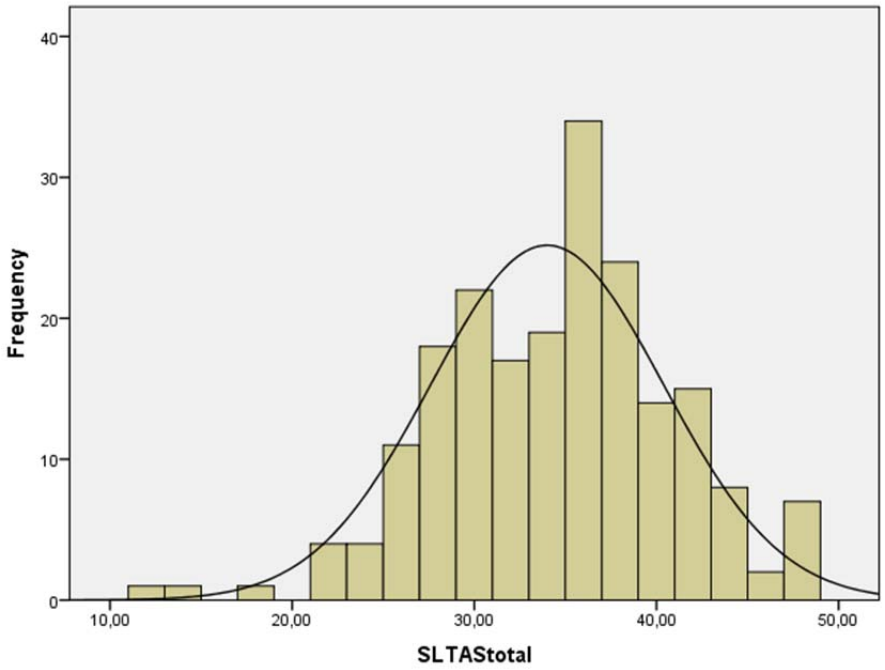

Figure 1. Score distribution of SLTAS

Each item included in the SLTAS is intended to measure learners' agreement levels with statements that describe tolerance/intolerance of ambiguity in a given situation because disagreement with an item is reflection of tolerance, an item-by-item evaluation is seen necessary for better understanding of situations that the participants of the present study show as tolerance or intolerance in the foreign language learning environment. Scores of 1 (strongly disagree) and 2 (disagree) on the scale are interpreted as high tolerance to the given situation. Therefore, mean values above 2 correspond to lower levels of ambiguity tolerance and, conversely, values below it indicate higher levels of ambiguity tolerance relying on their distance to that value.

As it is clearly seen from Table 3, mean scores of items of SLTAS range between 2.26 and 3.25, with a mean of 2.83 for overall the scale. This indicates that learners of the present study do not have high tolerance of ambiguities because there are no results placed between the scores of 1 and 2. Additionally, it can be said that all the situations described with the items of the SLTAS are met with intolerance to some extent by the learners. Scores of five items, with means varying between 3.04 and 3.25, are reflective of situations that are met with low tolerance by the learners. The item with the highest score is *it bothers me that I don't understand everything the teacher says in*

English (m=3.25, sd=.94). One hundred and eight (53.5%) learners strongly agreed with the situation described. This gives the clue that majority of the learners feel overwhelmed with the foreign language used by the teacher and they cannot tolerate it. They may be missing most of the teachers' instructions which may also be due to the level or the pace of the teachers' speech. On the other hand, learners' tendency to understand the messages that they receive on a word-by-word basis may be leading to closure and impede getting the overall meaning of the teachers' instructions. The item with the second highest score is *it is frustrating that sometimes I don't understand completely some English grammar (m=3.16, sd=1.00).* This score can be the reflection of the difficulty that the learners are facing in accepting grammatical and structural differences between their mother tongue and the foreign language. This difficulty may have also been born and provoked with the traditional education system of the country that usually focuses on grammar teaching. The following three items with high scores are *when I'm speaking in English, I feel uncomfortable if I can't communicate my ideas clearly (m=3.11, sd=.97), when I write English compositions, I don't like it when I can't express my ideas exactly (m=3.07, sd=.96), when I'm writing in English, I don't like the fact that I can't say exactly what I want (m=3.04, sd=1.12)*. All these three items are related to communication in the written or spoken form. It is apparent that the learners cannot tolerate the uncertainties and the feeling of inadequacy when it comes to communicating their ideas in an exact manner. The score of the item *I don't like the feeling that my English pronunciation is not quite correct (m=2.90, sd=1.1.0)* signals that the learners are highly concerned with the way they sound when they speak the foreign language and they are having difficulties with pronouncing the words of the foreign language which phonetically differs from their mother tongue. The learners may be avoiding speaking and participating in class activities because of the fear of sounding odd and erroneous with their speech even though they are able to construct the form in a meaningful way. The score of the item i*t bothers me that even though I study English grammar, some of it is hard to use in speaking and writing (m=2.88, sd=1.09)* shows that the learners do not have high tolerance when they are unable to reflect their knowledge on their written or spoken language performances. It is revealed with the score of the item w*hen I'm reading something in English, I feel impatient when I don't totally understand the meaning (m=2.83, sd=1.09)* that the learners feel uneasy because of the missing clues while reading a text in the foreign language. However, this uneasiness is not to the extent that it may impede grasping the meaning or overall

understanding of it. Because scores of the items *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 (m=2.54, sd=1.27), one thing I don't like about reading in English is having to guess what the meaning is (m=2.50, sd=1.16), I don't enjoy reading something in English that takes a while to figure out completely (m=2.37, sd=1.20)* and *it bothers me when the teacher uses an English word I don't know (m=2.26, sd=1.14)* point to relatively more moderate levels of tolerance on the lexical level. With their closeness to the value of high tolerance, these five scores mean learners can still demonstrate abilities of inferencing meaning from the content. However, they suffer from some amount of intolerance.

Table 3.

Descriptive Analysis of Second Language Tolerance of Ambiguity Scale

Statements	Strongly Agree(4)		Agree (3)		Undecided (0)		Disagree (2)		Strongly Disagree(1)		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
1. When I'm reading something in English, I feel impatient when I don't totally understand the meaning.	59	29.2	86	42.6	12	5.9	34	16.8	11	5.4	2.83	1.09
2. It bothers me that I don't understand everything the teacher says in English.	108	53.5	48	23.8	2	1	37	18.3	7	3.5	3.25	.94
3. When I write English compositions, I don't like it when I can't express my ideas exactly.	75	37.1	89	44.1	6	3	23	11.4	9	4.5	3.07	.96
4. It is frustrating that sometimes I don't understand completely some English grammar.	93	46	72	35.6	6	3	21	10.4	10	5	3.16	1.00
5. I don't like the feeling that my English pronunciation is not quite correct.	69	34.2	79	39.1	12	5.9	32	15.8	10	5	2.90	1.10
6. I don't enjoy reading something in English that takes a while to figure out completely.	40	19.8	61	30	18	8.9	54	26.7	29	14.4	2.37	1.20
7. It bothers me that even though I study English grammar, some of it is hard to use in speaking and writing.	67	33.2	77	38.1	11	5.4	37	18.3	10	5	2.88	1.09
8. When I'm writing in English, I don't like the fact that I can't say exactly what I want.	85	42.1	77	38.1	13	6.4	18	8.9	9	4.5	3.04	1.12
9. It bothers me when the teacher uses an English word I don't know.	32	15.8	56	27.7	13	6.4	60	29.7	41	20.3	2.26	1.14
10. When I'm speaking in English, I feel uncomfortable if I can't communicate my ideas clearly.	80	39.6	87	43.1	7	3.5	20	9.9	8	4	3.11	.97
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.	57	28.2	59	29.2	19	9.4	43	21.3	24	11.9	2.54	1.27
12. One thing I don't like about reading in English is having to guess what the meaning is.	43	21.3	67	33.2	16	7.9	56	27.7	20	9.9	2.50	1.16
Total Ambiguity Tolerance Score											2.83	.53

SD: Standard deviation

f: Frequency

%: Percent

4.2.2. Results of Cluster Analysis of Three Ambiguity Tolerance Levels

A total mean score of 33.99 and the scale score of 2.83 on the basis of items were not found enough for stereotyping as learners may have different levels of ambiguity tolerance. Therefore, identification of different groups of ambiguity tolerance levels was seen necessary. For the purpose of grouping learners according to their levels of ambiguity tolerance, cluster analysis was performed with reductionist statistical technique based on total scores of the learners' on SLTAS which ranged between 12 and 48. According to the results of cluster analysis shown in Table 4, the participants were divided into groups of three: high, medium and low. Seventy of the participants were placed in the low ambiguity tolerance group with a total mean value of 40.55 and their total scores on the SLTAS ranged between 37 and 48. The group of medium level of ambiguity tolerance accommodated 92 learners (m=32.92, min=29, max=36). Depending on their total scores ranged between 12 and 28, 40 learners were located in the group of high level of ambiguity tolerance with a total mean of 24.97.

Table 4.

Groups of Learners According to Levels of Ambiguity Tolerance

AT Levels	N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
High	40	24.97	3.76	.59	23.77	26.11	12.00	28.00
Medium	92	32.92	2.52	.26	32.40	33.44	29.00	36.00
Low	70	40.55	3.25	.38	39.78	41.33	37.00	48.00
Total	202	33.99	6.40	.45	33.10	34.88	12.00	48.00

N: Total number of subjects
SD: Standard deviation
Std. Error: Standard error
Min.: Minimum
Max: Maximum

Table 5 presents analysis of variance (ANOVA) that was performed in order to confirm distinction between the three specified groups. The groups of different ambiguity tolerance (AT) levels were found to be distinct from one another at the $p<.05$ alpha.

Table 5.

Distinction of Groups of Ambiguity Tolerance Levels

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6374.281	2	3187.141	340.859	.000
Within Groups	1860.714	199	9.350		
Total	8234.995	201			

df: Degree of freedom
F: F-ratio
Sig.: Significance

4.2.3. Results of T-test for Gender Effect on Ambiguity Tolerance

In order to find out whether gender has an effect on the level of ambiguity tolerance as the second concern of the research, independent samples t-test was executed. Table 6 presents differences between male (84) and female (118) learners in terms of total mean scores on the SLTAS. The results show that the learners of both genders scored above the mid-point of the total range of the scale, 12-48. However, male learners seem to be more tolerant of ambiguities with a mean of 32.83 compared to female learners (m=34.82). T test indicates that there is a significant difference between ambiguity tolerance levels of male and female participants of the present study with a t value of -2.197 and a p value of .029 which is < 0.05.

Table 6.

Gender Difference in Ambiguity Tolerance

	GENDER	N	Mean	SD	Mean Difference	t value	Sig.
SLTAS Score	MALE	84	32,83	6.14	-1.9887	-2.197	.029
	FEMALE	118	34,82	6.47			

N: Total number of subjects
SD: Standard deviation
Sig.: Significance

Score comparisons between genders are shown in Figure 2. Male learners scored minimum 13 and maximum 45, while female learners scored minimum 12 and maximum 48 on the scale. This means total scores of male learners vary within a narrower range and the highest score of male learners falls into a point lower than the highest score of the scale itself. Although the most tolerant learner is a female, it is apparent that the least tolerant learners are among the female learners at the same time.

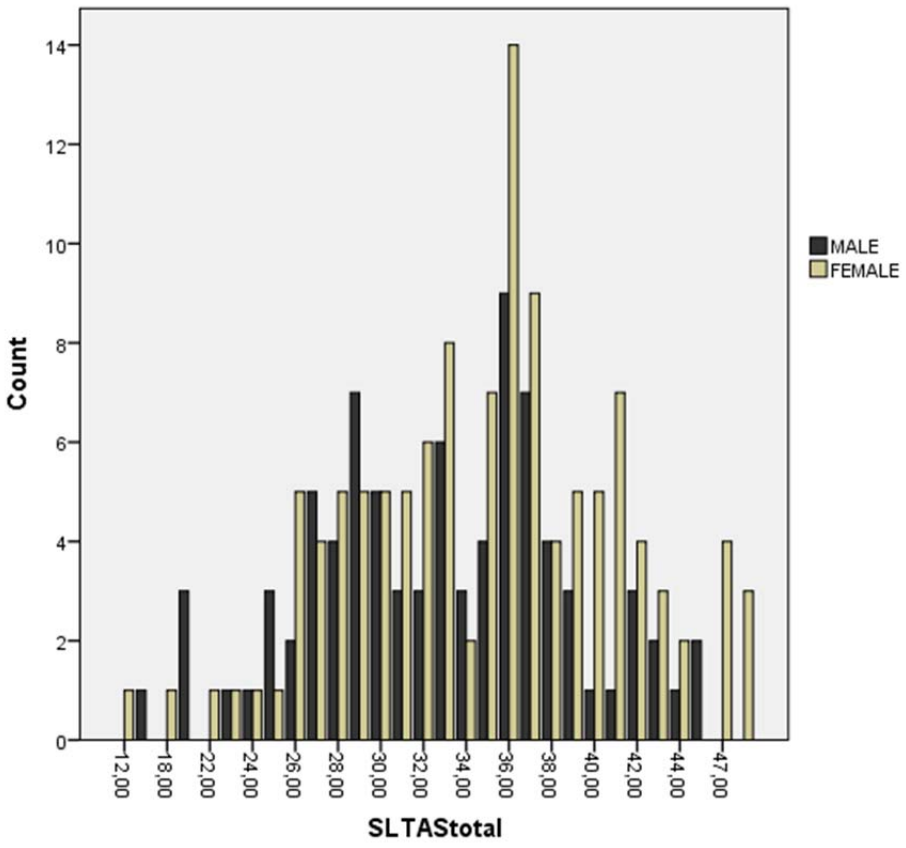

Figure 2. Score comparisons between genders on SLTAS

In order to see distribution of male and female learners to groups of different levels of ambiguity tolerance (low, medium and high) cross tabulation was performed. As presented in Table 7, male and female learners were equally distributed in the group of high ambiguity tolerance, 20 learners from both genders. However, numbers of males in this group constituted 23.8% of the male population of the study and only 16.9% of female learners were placed in this group. The percentages indicate that nearly one fourth of male learners have high ambiguity tolerance whereas about one sixth of female learners have high tolerance. Forty males (47.6% within gender) and 52 females (44.1% within gender) were distributed to the group of medium level of ambiguity tolerance. This means almost half of the male learners are moderately tolerant to ambiguities. Considering their total number, it is inferred that less female learners have ambiguity tolerance at the moderate level. Numbers of male learners in the low ambiguity tolerance group (24, 28.6% within gender and 11.9% within total) were almost doubled by 46 females (39% within gender and 22.8% within total). This imbalance clearly explains that female learners of the present study are less tolerant to ambiguities of the foreign language.

Table 7.

Distribution of Male and Female Learners to Low, Medium and High Levels of Ambiguity Tolerance

			GENDER		Total
			MALE	FEMALE	
ATCluster	High	Count	20	20	40
		% within GENDER	23.8%	16.9%	19.8%
		% of Total	9.9%	9.9%	19.8%
	Medium	Count	40	52	92
		% within GENDER	47.6%	44.1%	45.5%
		% of Total	19.8%	25.7%	45.5%
	Low	Count	24	46	70
		% within GENDER	28.6%	39%	34.7%
		% of Total	11.9%	22.8%	34.7%
	Total	Count	84	118	202
		% within GENDER	100.0%	100.0%	100.0%
		% of Total	41.6%	58.4%	100.0%

4.2.4. Results of Descriptive Analysis of FLCAS

As the first step taken in order to investigate the relationship between learners' tolerance of ambiguity levels and anxiety levels, frequencies analysis and descriptive statistics were calculated with the data of Foreign Language Classroom Anxiety Scale (FLCAS). Total score of the scale ranges between 33 and 165. According to the clarification made by Horwitz et al. (1986), scores of 4 (agree) and 5 (disagree) on the scale are treated as high levels of anxiety. Therefore, total scores above 120 correspond to high levels of anxiety. Mid-point of 33 and 119 is decided for determination of low and medium level ranges. Yet, scores between 33 and 75 represent a low level of anxiety and scores between 76 and 119 correspond to a medium level of anxiety. In order to obtain more reliable results, learners' foreign language anxiety scores were calculated through summing up their scores in the scale after reverse scoring had been performed on the nine items (2, 5, 8, 11, 14, 18, 22, 28 and 32) of the scale which were reverse coded.

According to the results of descriptive analysis of FLCAS, the minimum and maximum scores on the questionnaire are respectively 48 and 148 which point to a wide dispersion of results when total score range of the scale is considered, from 33 to 165. As minimum score is quite close to the bottom line of the range, it is inferred that some learners demonstrate low levels of anxiety in the language learning environment. However, there are also some other learners who scored close to the upper limit of the range which gives worries of detrimental effects of anxiety in language learning. The mean and the standard deviation are in order of 96.32 and 21.44. The mean value of 96.32 indicates that majority of the learners feel a moderate level of anxiety in the language learning environment. Statistical skewness (.058) by standard error of skewness (.171) is .33 and statistical kurtosis (-.540) by standard error of kurtosis (.341) is -1.58 which are both in the range of +1.96 to -1.96, indicate that the distribution is normal. Participants' FLCAS performance is shown in Figure 3.

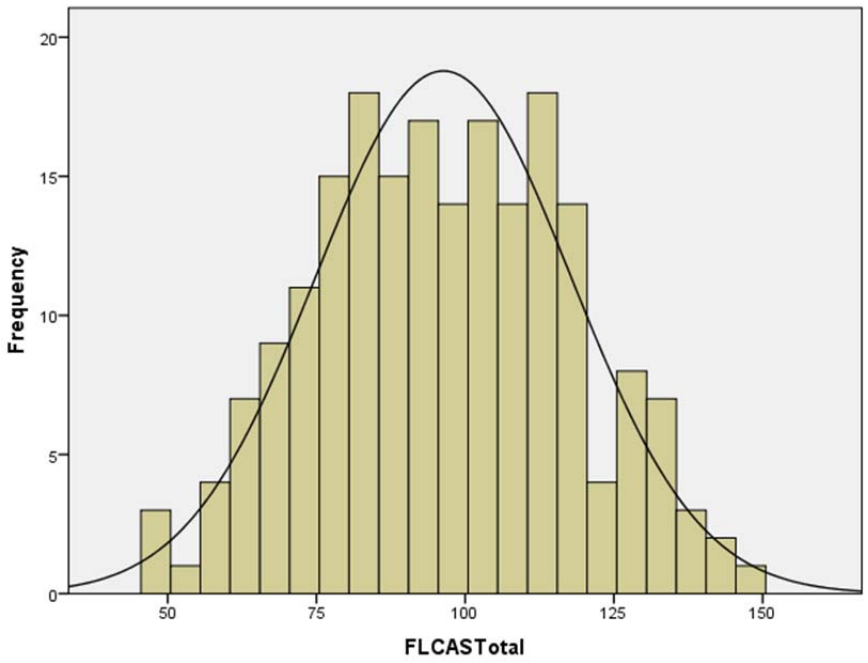

Figure 3. Score distribution of FLCAS

4.2.4.1. Results of Performance Dimension – Communication Apprehension

For a better understanding of the anxiety felt by the learners, a deeper insight to the learners' scores on the basis of three performance dimensions, communication apprehension, test anxiety and fear of negative evaluation, was performed. Table 8 shows the results of learners' anxiety levels related to the situations grouped under the dimension of communication apprehension.

Score intervals of different levels by total number of the items in the scale point to score intervals on the basis of items: 1-2.27 low anxiety level, 2.3-3.6 medium anxiety level and above 3.63 high anxiety levels. With the adoption of this approach, it is seen that the overall anxiety score for communication apprehension indicate to a moderate level with a mean value of 3.01 and the standard deviation is .63. There are no scores that fall in the range of low anxiety level. Looking through the result of each item in this dimension, the item *I never feel quite sure of myself when I am speaking in my foreign language class* has the highest mean which is at the borderline of high anxiety levels (m=3.63, sd=1.18). It is inferred that the most anxiety provoking situation is related to uncertainty when speaking in the foreign language classroom. Second item with the highest score is *I start to panic when I have to speak without preparation in language class* (m=3.39, sd=1.33) which predicates the difficulty that the learners' experience in

speaking the foreign language spontaneously. Despite these, it is understood from the score of the item *I feel confident when I speak in foreign language class* (m=2.32, sd=1.25) that the learners do not feel very uncomfortable in the classroom. The items *it frightens me when I don't understand what the teacher is saying in the foreign language* (m=3.33, sd=1.23), *I get upset when I don't understand what the teacher is correcting* (m=3.31, sd=1.19), *I get nervous when I don't understand every word the language teacher says* (m=3.07, sd=1.20) are related to the learners' interaction with the teacher during the course of the lessons. The results of the three items represent learners' worries about missing instructions or messages when listening to the teacher. Although scores of most items remain in the medium range, the level of the anxiety related to listening comprehension is higher. The result of the item *I feel overwhelmed by the number of rules you have to learn to speak a foreign language* (m=3.03, sd=1.25) show that the learners experience anxiety due to their focus on the form or the structures of the foreign language rather than the messages being exchanged at the time of the speech. The results obtained with the items *I get nervous and confused when I am speaking in my language class* (m=2.89, sd=1.25), *I feel very self-conscious about speaking the foreign language in front of other students* (m=2.79, sd=1.25), *I would probably feel comfortable around native speakers of the foreign language* (m=2.79, sd=1.23) and *I would not be nervous speaking the foreign language with native speakers* (m=2.65, sd=1.32) indicate that the anxiety level does not constrain learners in using the foreign language in front of their peers and they feel more comfortable when interacting to native speakers.

Table 8.

Descriptive Analysis of Performance Dimension - Communication Apprehension

Statements	Strongly Agree(5)		Agree (4)		Neither Agree nor Disagree (3)		Disagree (2)		Strongly Disagree(1)		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
1. I never feel quite sure of myself when I am speaking in my foreign language class.	50	24.8	82	40.6	29	14.4	29	14.4	11	5.4	3.63	1.18
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	41	20.3	57	28.2	49	24.3	38	18.8	17	8.4	3.33	1.23
9. I start to panic when I have to speak without preparation in language class.	53	26.2	51	25.2	42	20.8	35	17.3	20	9.9	3.39	1.33
14. I would not be nervous speaking the foreign language with native speakers.	26	12.9	26	12.9	52	25.7	49	24.3	49	24.3	2.65	1.32
15. I get upset when I don't understand what the teacher is correcting.	39	19.3	55	27.2	53	26.2	41	20.3	14	6.9	3.31	1.19
18. I feel confident when I speak in foreign language class.	17	8.4	17	8.4	50	24.8	49	24.3	69	34.2	2.32	1.25
24. I feel very self-conscious about speaking the foreign language in front of other students.	24	11.9	34	16.8	56	27.7	54	26.7	33	16.3	2.79	1.25
27. I get nervous and confused when I am speaking in my language class.	31	15.3	45	22.3	39	19.3	46	22.8	41	20.3	2.89	1.25
29. I get nervous when I don't understand every word the language teacher says.	23	11.4	61	30.2	48	23.8	50	24.8	18	1	3.07	1.20
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	27	13.4	52	25.7	53	26.2	43	21.3	26	12.9	3.03	1.25
32. I would probably feel comfortable around native speakers of the foreign language.	22	10.9	26	12.9	63	31.2	52	25.7	39	19.3	2.70	1.23

SD: Standard deviation

f: Frequency

%: Percent

4.2.4.2. Results of Performance Dimension – Test Anxiety

Table 9 presents scores of the learners related to the second performance dimension, test anxiety. As it is seen from the total score of this dimension, learners anxiety level is lower in tests or evaluations compared to their anxiety level in communication apprehension. The lowest mean belongs to the item *it wouldn't bother me at all to take more foreign language classes* (m=2.03, sd=1.31) which shows learners' positive feelings in foreign language learning and the language learning environment. Scores of the rest of the items are located in the medium level, except for item no 10, *I worry about the consequences of failing my foreign language class* (m=4.06, sd=1.04) which exceeds the bottom of high anxiety levels. This shows that learners' performance in the exams is highly affected with their fear of failure, consequence of which would ruin their graduation and employment. The scores of the items *I am usually at ease during tests in my language class* (m=2.93, sd=1.33), *the more I study for a language test, the more confused I get* (m=2.83, sd=1.26) are interpreted that the learners' fear of failure is sensed during their preparations for tests and feeling of readiness is not high enough to reduce their anxiety. The scores of the items *language class moves so quickly I worry about getting left behind* (m=2.98, sd=1.24), *even if I am well prepared for language class, I feel anxious about it* (m=2.96, sd=1.33) and *in language class, I can get so nervous I forget things I know* (m=2.66, sd=1.31) indicate that the feeling of inadequacy is generating anxiety in the classroom. This inference is supported with the results of the items *I can feel my heart pounding when I'm going to be called on in language class* (m=3.20, sd=1.32) and *I tremble when I know that I'm going to be called on in language class* (m=3.18, sd=1.46) which point to being anxious about participating in the class activities. The scores of the following five items indicate learners thoughts and attitude towards the foreign language environment where assessments are frequent and constant; *I don't understand why some people get so upset over foreign language classes* (m=2.89, sd=1.16), *when I'm on my way to language class, I feel very sure and relaxed* (m=2.82, sd=1.14), *during language class, I find myself thinking about things that have nothing to do with the course* (m=2.82, sd=1.33), *I feel more tense and nervous in my language class than in my other classes* (m=2.62, sd=1.37*), I don't feel pressure to prepare very well for language class* (m=2.58, sd=1.25), *I often feel like not going to my language class* (m=2.57, sd=1.35). It is inferred from the results that the level of anxiety is not to the extent that the learners demonstrate disadvantageous avoidance behaviors.

Table 9.

Descriptive Analysis of Performance Dimension - Test Anxiety

Statements	Strongly Agree(5)		Agree (4)		Neither Agree nor Disagree (3)		Disagree (2)		Strongly Disagree(1)		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
3. I tremble when I know that I'm going to be called on in language class.	53	26.2	42	20.8	33	16.3	37	18.3	37	18.3	3.18	1.46
5. It wouldn't bother me at all to take more foreign language classes.	18	8.9	14	6.9	27	13.4	42	20.8	101	50	2.03	1.31
6. During language class, I find myself thinking about things that have nothing to do with the course.	23	11.4	44	21.8	55	27.2	38	18.8	38	18.8	2.82	1.33
8. I am usually at ease during tests in my language class.	38	19.3	30	14.9	45	22.3	55	27.2	33	16.3	2.93	1.36
10. I worry about the consequences of failing my foreign language class.	88	43.6	64	31.7	31	15.3	14	6.9	5	2.5	4.06	1.04
11. I don't understand why some people get so upset over foreign language classes.	21	10.4	34	16.8	80	39.6	37	18.3	30	14.9	2.89	1.16
12. In language class, I can get so nervous I forget things I know.	24	11.9	31	15.3	47	23.3	53	26.2	47	23.3	2.66	1.31
16. Even if I am well prepared for language class, I feel anxious about it.	33	16.3	43	21.3	43	21.3	51	25.2	31	15.3	2.96	1.33
17. I often feel like not going to my language class.	23	11.4	33	16.3	38	18.8	52	25.7	55	27.2	2.57	1.35
20. I can feel my heart pounding when I'm going to be called on in language class.	41	20.3	54	26.7	39	19.3	42	20.8	26	12.9	3.20	1.32
21. The more I study for a language test, the more confused I get.	26	12.9	36	17.8	51	25.2	56	27.7	33	16.3	2.83	1.26
22. I don't feel pressure to prepare very well for language class.	17	8.4	33	16.3	52	25.7	49	24.3	51	25.2	2.58	1.25
25. Language class moves so quickly I worry about getting left behind.	20	9.9	29	14.4	75	37.1	51	25.2	27	13.4	2.98	1.24
26. I feel more tense and nervous in my language class than in my other classes.	29	14.4	43	21.3	50	24.8	55	27.2	25	12.4	2.62	1.37
28. When I'm on my way to language class, I feel very sure and relaxed.	24	11.9	35	17.3	42	20.8	43	21.3	58	28.7	2.82	1.14

SD: Standard deviation

f: Frequency

%: Percent

4.2.4.3. Results of Performance Dimension – Fear of Negative Evaluation

The scores that reflect anxiety arousal due to fear of negative evaluation as the third performance dimension are presented in Table 10. The mean value of 2.85 indicates that the least anxiety is induced in the dimension of fear of negative evaluation. All the scores are at the medium level. The score of the item *I get nervous when the language teacher asks questions which I haven't prepared in advance* (m=3.20, sd=1.33) show that learners feel very anxious when they do not have enough time to prepare an answer and feel unready. The scores of the items *I don't worry about making mistakes in language class* (m=2.95, sd=1.35), *I am afraid that my language teacher is ready to correct every mistake I make* (m=2.93, sd=1.31) indicate that the learners feel discouraged with the teacher's frequent corrections, even though they accept this as a feature of the foreign language classes. It is understood with the scores of the items *I always feel that the other students speak the foreign language better than I do* (m=2.86, sd=1.32) and *I keep thinking that the other students are better at languages than I am* (m=2.77, sd=1.33) that the learners' comparisons of their skills with the others' make them feel anxious in the classroom. However, despite their uneasiness due to the teacher's corrections and their concerns about others who are believed to have better skills, they endeavor to improve their foreign language skills through volunteering and participating in the lessons. This inference is made with the two lowest scores of the dimension that were obtained from the items *I am afraid that the other students will laugh at me when I speak the foreign language* (m=2.66, sd=1.38), *it embarrasses me to volunteer answers in my language class* (m=2.53, sd=1.41).

Table 10.

Descriptive Analysis of Performance Dimension - Fear of Negative Evaluation

Statements	Strongly Agree(5)		Agree (4)		Neither Agree nor Disagree (3)		Disagree (2)		Strongly Disagree(1)		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
2. I don't worry about making mistakes in language class.	35	17.3	40	19.8	43	21.3	49	24.3	35	17.3	2.95	1.35
7. I keep thinking that the other students are better at languages than I am.	29	14.4	24	11.9	39	19.3	44	21.8	66	32.7	2.77	1.33
13. It embarrasses me to volunteer answers in my language class.	29	14.4	24	11.9	39	19.3	44	21.8	66	32.7	2.53	1.41
19. I am afraid that my language teacher is ready to correct every mistake I make.	33	16.3	33	16.3	59	29.2	43	21.3	33	16.3	2.93	1.31
23. I always feel that the other students speak the foreign language better than I do.	28	13.9	44	21.8	45	22.3	47	23.3	38	18.8	2.86	1.32
31. I am afraid that the other students will laugh at me when I speak the foreign language.	26	12.9	38	18.8	34	16.8	52	25.7	51	25.2	2.66	1.38
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	45	22.3	43	21.3	49	24.3	38	18.8	27	13.4	3.20	1.33

SD: Standard deviation

f: Frequency

%: Percent

4.2.5. Results of Descriptive Analysis of Three Anxiety Levels

In order to determine numbers of the learners distributed to the three different groups of anxiety levels (low, medium and high), score ranges that were explained in the section 4.2.4 were defined in SPSS. Descriptive statistics of the three groups of anxiety levels are presented in Table 11. The low anxiety group was populated with 35 learners with a mean value of 65.09 and the minimum score was 48.00. In the group of medium anxiety level, 138 learners were placed (m=97.08, min=76, max=119). Finally, the group of high anxiety level contained 29 learners (m=96.32, min=120, max=148).

Table 11.

Groups of Learners According to Anxiety Levels

Anxiety Levels	N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Low	35	65.09	7.48	1.26	62.51	67.66	48.00	75.00
Medium	138	97.08	12.38	1.05	95.00	99.16	76.00	119.00
High	29	130.41	7.58	1.40	127.53	133.30	120.00	148.00
Total	202	96.32	21.44	1.50	93.35	99.30	48.00	148.00

N: Total number of subjects
SD: Standard deviation
Std. Error: Standard error
Min.: Minimum
Max: Maximum

Table 12 presents analysis of variance (ANOVA) that was performed in order to confirm distinction between the three identified groups. The groups were found to be distinct from one another at the $p<.05$ alpha.

Table 12.

Distinction of Groups of Anxiety Levels

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	67934.184	2	33967.092	275.762	.000
Within Groups	24511.901	199	123.175		
Total	92446.084	201			

N: Total number of subjects

SD: Standard deviation

Sig.: Significance

4.2.6. Results of Correlational Analysis of SLCAS and FLCAS

In order to identify the relationship between learners' ambiguity tolerance and anxiety levels (low, medium and high), Pearson correlation analysis was performed. As it is presented in Table 13, although the correlation between the learners' ambiguity tolerance and anxiety levels is significant for the present study, it corresponds to a very low positive correlation (r= .225, p=.001). Besides, the results indicate that there is no correlation between the different levels of ambiguity tolerance (low, moderate and high) and anxiety levels (r=.064, p=.368).

Table 13.

Correlation between AT, AT Levels and Anxiety Levels

		AT	Anxiety Level (L-M-H)	AT Cluster (L-M-H)
AT	Pearson Correlation	1	.225**	.265**
	Sig. (2-tailed)		.001	.000
	N	202	202	202
Anxiety Level (L-M-H)	Pearson Correlation	.225**	1	.064
	Sig. (2-tailed)	.001		.368
	N	202	202	202
AT Cluster (L-M-H)	Pearson Correlation	.265**	.064	1
	Sig. (2-tailed)	.000	.368	
	N	202	202	202

**. Correlation is significant at the 0.01 level (2-tailed).

N: Total number of subjects

Pearson correlation analysis was repeated in order to check correlation between ambiguity tolerance and the three dimensions of performance anxieties. As it is presented in Table 14, there is a low correlation between ambiguity tolerance and the three performance dimensions of anxiety; communication apprehension (r=.276, p=.000), test anxiety (r=.203, p=004), fear of negative evaluation (r=.234, p=001).

Table 14.

Correlation Between AT and Three Anxiety Dimensions

Performance Anxieties	SLTAS r	P	N
Communication Apprehension	.276	.000	202
Test Anxiety	.203	.004	202
Fear of Negative Evaluation	.234	.001	202

**The correlation is significant at the 0.01 level (2-tailed).

N: Total number of subjects
r: Pearson's correlation coefficient
P: P-value

4.2.7. Results of Descriptive Analysis of the SILL

Investigation of the last research question concerning the relationship between learners' tolerance of ambiguity and choice of language learning strategies was initiated with descriptive statistics so as performed for the data gathered from the other two instruments. Afterwards, learners' use of language learning strategies is discussed on the basis on each subcategories of the SILL.

According to the results of descriptive analysis, the learners' scores varied between 55 and 248 on the SILL (m=161.33 and sd=32.35). Total score of the SILL ranges between 55 and 250. It is inferred that there are some learners who do not use language learning strategies at all, whereas some other learners use language learning strategies in a wide range. The mean value of 161.33 that represents overall strategy use is between the mid-point and the upper half of the total score range of the scale. This indicates that the learners use language learning strategies in a range varying from medium to high. Statistical skewness (-.328) by standard error of skewness (.171) is -1.91 and statistical kurtosis (-.041) by standard error of kurtosis (.341) is .12 prove that the distribution is normal. Learners' overall performance on the SILL can be best seen in Figure 4.

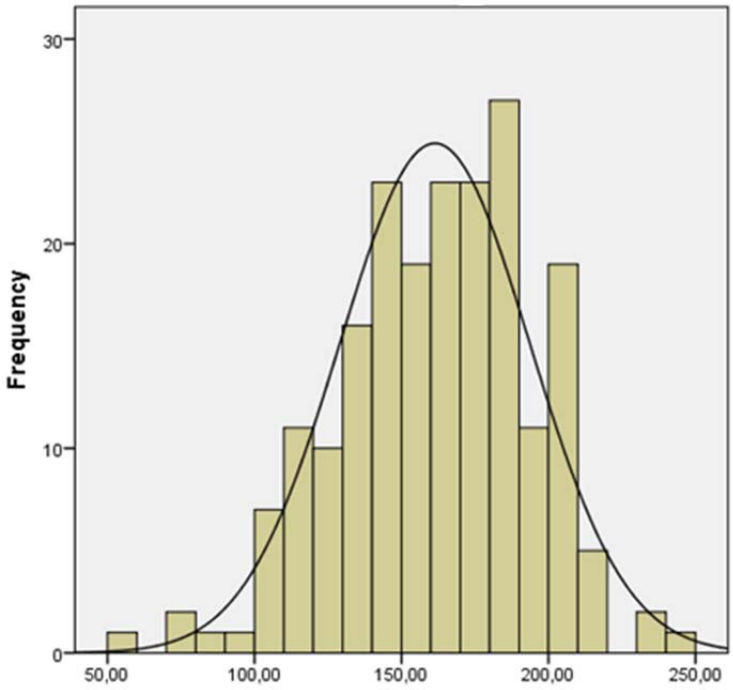

Figure 4. Score distribution of the SILL

Table 15 shows learners' total scores for their strategy usages on the basis of subcategories of the SILL. Cognitive (m=42.83, sd=10.57), metacognitive (m=30.50, sd=7.21), and memory (m=28.70, sd=6.57) strategies are more frequently preferred strategies by the learners. Following them, social (m=20.92, sd=5.15) and compensation (m=20.08, sd=4.71) strategies are chosen almost to the same degree. Use of affective (m=18.29, sd=6.06) strategies seem to be avoided by the learners.

Table 15.

Scores of Strategy Use on the Basis of Subcategories of the SILL

	Rank order of use	Mean	SD	N
Memory	3	28.70	6.57	202
Cognitive	1	42.83	10.57	202
Compensation	5	20.08	4.71	202
Metacognitive	2	30.50	7.21	202
Affective	6	18.29	6.06	202
Social	4	20.92	5.15	202

N: Total number of subjects
SD: Standard deviation

4.2.7.1. Results of Subcategory of Memory Strategies

With descriptive analysis of subcategories of the SILL, learners' tendencies in strategy use is looked through. As it is presented in Table 16, the first strategy in the memory category, *I think of relationships between what I already know and new things I learn in the SL* (m=3.97, sd=.99) is the most frequently used strategy. This means that the learners need to refer to their previous knowledge in order to store new information which will ease learning and retrieval of it. The strategy *I use flashcards to remember new SL words* (m=2.23, 1.27) is the least preferred one. Learners may be finding it old-fashioned or time consuming to prepare or obtain flashcards. Availability of technology, for instance, with applications or games that are downloaded on smart phones may be offering better visual means to utilize for vocabulary learning. Scores of the following strategies, *I remember a new SL word by making a mental picture of a situation in which the word might be used* (m=3.55, sd=1.13), *I connect the sound of a new SL word and an image or picture of the word to help me remember the word* (m=3.50, sd=1.17*), I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign* (m=3.38, sd=1.18) indicate that the learners need to visualize the new information in their own styles. Seeing that these strategies are used frequently, it is inferred that a teaching style utilizing a number of visual materials will promote these learners' participation in class activities and performances. Through this, more opportunities to use the foreign language will be created in a way reducing the ambiguities. The score of the strategy *I use new SL words in a sentence so I can remember them* (m=3.34, sd=1.08) indicates that the learners attempt to make the new information permanent which requires more frequency of use. Learners' general study habits are reflected with the strategy *I review SL lessons often* (m=3.05, sd=1.11), it can be said that they usually prefer to utilize ways to reinforce their learning other than revising what has been done during course hours. The strategies *I physically act out new SL words* (m=2.93, sd=1.23) and *I use rhymes to remember new SL words* (m=2.73, sd=1.20) are not preferred as frequent as the others. This can be because of the learners' learning styles which may be more visual than audial or kinesthetic; however, introduction of such techniques can be beneficial for the ones who do not know how to apply them.

Table 16.

Descriptive Analysis of Memory Strategies in the SILL

Statements	Always or almost always true of me(5)		Usually true of me (4)		Somewhat true of me (3)		Usually not true of me(2)		Never or almost never true of me(1)		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
1. I think of relationships between what I already know and new things I learn in the SL.	71	35.1	77	38.1	37	18.3	12	5.9	5	2.5	3.97	.99
2. I use new SL words in a sentence so I can remember them.	35	17.3	49	24.3	79	39.1	28	13.9	11	5.4	3.34	1.08
3. I connect the sound of a new SL word and an image or picture of the word to help me remember the word.	46	22.8	65	32.2	46	22.8	34	16.8	11	5.4	3.50	1.17
4. I remember a new SL word by making a mental picture of a situation in which the word might be used.	45	22.3	70	34.7	50	24.8	27	13.4	9	4.5	3.55	1.13
5. I use rhymes to remember new SL words.	18	8.9	38	18.8	52	25.7	62	30.7	31	15.3	2.73	1.20
6. I use flashcards to remember new SL words.	14	6.9	24	11.9	35	17.3	52	25.7	76	37.6	2.23	1.27
7. I physically act out new SL words.	26	12.9	39	19.3	63	31.2	44	21.8	30	14.9	2.93	1.23
8. I review SL lessons often.	20	9.9	52	25.7	70	34.7	40	19.8	20	9.9	3.05	1.11
9. I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign.	38	18.8	62	30.7	59	29.2	25	12.4	18	8.9	3.38	1.18

SD: Standard deviation

f: Frequency

%: Percent

4.2.7.2. Results of Subcategory of Cognitive Strategies

Frequencies of uses of cognitive strategies, as the most preferred category in the present study, are presented in Table 17. It is seen from the results that strategy no 15 *I watch SL language TV shows spoken in SL or go to movies spoken in SL* (m=3.50, sd=1.36) is the most popular strategy indicating that the learners seek active ways of learning about the culture of the foreign language which help increase tolerance of ambiguity. Uses of the strategies *I say or write new SL words several times* (m=3.49, sd=1.61) and *I use the SL words I know in different ways* (m=3.11., sd=1.24) show that the learners are conscious about how to store the new information in order to retrieve it whenever needed. Frequencies of the following strategies *I try to talk like native SL speakers* (m=3.15, sd=1.12), *I practice the sounds of SL* (m=3.20, sd=1.19) and *I start conversations in the SL* (m=3.00, sd=1.26) are at moderate to higher levels showing that the learners try to improve their speaking skills, seek ways of communication in the foreign language and take risks. The scores of the strategies *I first skim an SL passage (read over the passage quickly) then go back and read carefully* (m=3.15, sd=1.34), *I try not to translate word for word* (m=3.05, sd=1.26), *I make summaries of information that I hear or read in the SL* (m=3.00, sd=1.29) indicate that the learners attempt to demonstrate inferencing abilities that are required for comprehension and improvement of the receptive skills. Uses of these strategies at these frequencies can be an indication of learners' ambiguity tolerance. The two strategies related to deep processing of information *I try to find patterns in the SL* (m=3.10, sd=1.20) and *I look for words in my own language that are similar to new words in the SL* (m=3.00, sd=1.10) are also applies at moderate frequencies. Use of the strategy *I find the meaning of an SL word by dividing it into parts that I understand* (m=2.85, sd=1.21) is less compared to the other strategies in the category which indicate that learners need more practices for manipulation of the information in the lexical level. The scores of the least preferred strategies *I read for pleasure in the SL* (m=2.62, sd=1.32), *I write notes, messages, letters, or reports in the SL* (m=2.56, sd=1.34) show that the learners do not internalize the foreign language at all and accept it as a part of their lives, which means they need more courage from the teachers to do so.

Table 17.

Descriptive Analysis of Cognitive Strategies in the SILL

Statements	Always or almost always true of me(5)		Usually true of me (4)		Somewhat true of me (3)		Usually not true of me(2)		Never or almost never true of me(1)		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
10. I say or write new SL words several times.	41	20.3	71	35.1	54	26.7	20	9.9	15	7.4	3.49	1.61
11. I try to talk like native SL speakers.	26	12.9	51	25.2	70	34.7	38	18.8	17	8.4	3.15	1.12
12. I practice the sounds of SL.	29	14.4	60	29.7	56	27.7	38	18.8	18	8.9	3.20	1.19
13. I use the SL words I know in different ways.	30	14.9	46	22.8	65	32.2	35	17.3	24	11.9	3.11	1.24
14. I start conversations in the SL.	28	13.9	46	22.8	56	27.7	42	20.8	30	14.9	3.00	1.26
15. I watch SL language TV shows spoken in SL or go to movies spoken in SL.	63	31.2	48	23.8	42	20.8	26	12.9	22	10.9	3.50	1.36
16. I read for pleasure in the SL.	23	11.4	29	14.4	54	26.7	42	20.8	53	26.2	2.62	1.32
17. I write notes, messages, letters, or reports in the SL.	23	11.4	27	13.4	50	24.8	45	22.3	55	27.2	2.56	1.34
18. I first skim an SL passage (read over the passage quickly) then go back and read carefully.	39	19.3	51	25.2	45	22.3	36	17.8	31	15.3	3.15	1.34
19. I look for words in my own language that are similar to new words in the SL.	19	9.4	49	24.3	67	33.2	49	24.3	18	8.9	3.00	1.10
20. I try to find patterns in the SL.	28	13.9	50	24.8	63	31.2	37	18.3	24	11.9	3.10	1.20
21. I find the meaning of an SL word by dividing it into parts that I understand.	18	8.9	48	23.8	57	28.2	46	22.8	32	15.8	2.85	1.21
22. I try not to translate word for word.	29	14.4	53	26.2	48	23.8	45	22.3	27	13.4	3.05	1.26
23. I make summaries of information that I hear or read in the SL.	29	14.4	49	24.3	51	25.2	40	19.8	33	16.3	3.00	1.29

SD: Standard deviation

f: Frequency

%: Percent

4.2.7.3. Results of Subcategory of Compensation Strategies

Table 18 shows learners' usages of compensation strategies. The score of the strategy *To understand unfamiliar SL words, I make guesses* (m=3.74, sd=1.04) indicate that making guessing whenever needed is referred very frequently by the learners, a result which can also be an indication of ambiguity tolerance. The frequencies of the strategies *When I can't think of a word during a conversation in the SL, I use gestures* (m=3.59, sd=1.14) and *If I can't think of an SL word, I use a word or phrase that means the same thing* (m=3.49, sd=1.33), *I try to guess what the other person will say next in the SL* (m=3.22, sd=1.21) and *I make up new words if I do not know the right ones in the SL* (m=3.14, sd=1.14) are also above the medium levels, indicating that the learners appeal to other sources in order to maintain and avoid breakages in a communication. However, the score of the strategy *I read SL without looking up every new word* (m=2.93, sd=1.31) contradicts the indication of the frequency of the strategy no 24.

Table 18.

Descriptive Analysis of Compensation Strategies in the SILL

Statements	Always or almost always true of me(5)		Usually true of me (4)		Somewhat true of me (3)		Usually not true of me(2)		Never or almost never true of me(1)		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
24. To understand unfamiliar SL words, I make guesses.	53	26.2	75	37.1	51	25.2	16	7.9	7	3.5	3.74	1.04
25. When I can't think of a word during a conversation in the SL, I use gestures.	53	26.2	61	30.2	51	25.2	28	13.9	9	4.5	3.59	1.14
26. I make up new words if I do not know the right ones in the SL.	41	20.3	42	20.8	52	25.7	40	19.8	27	13.4	3.14	1.31
27. I read SL without looking up every new word.	28	13.9	49	24.3	40	19.8	51	25.2	34	16.8	2.93	1.31
28. I try to guess what the other person will say next in the SL.	35	17.3	52	25.7	58	28.7	38	18.8	19	9.4	3.22	1.21
29. If I can't think of an SL word, I use a word or phrase that means the same thing.	56	27.7	59	29.2	42	20.8	19	9.4	26	12.9	3.49	1.33

SD: Standard deviation

f: Frequency

%: Percent

4.2.7.4. Results of Subcategory of Metacognitive Strategies

As it is seen from the results presented in Table 19, the strategies that fall into the metacognitive category are applied in a frequent manner. The strategy *I pay attention when someone is speaking SL (m=3.86, sd=1.04)* is the most used one. This is followed by the strategies *I try to find out how to be a better learner of SL* (m=3.84, sd=1.12), *I notice my SL mistakes and use that information to help me do better* (m=3.67, sd=1.00) and *I think about my progress in learning SL* (m=3.37, sd=1.16) which point to learners' consciousness of their learning and attempts to monitor and improve it. The frequencies of the items *I try to find as many ways as I can to use my SL* (m=3.48, sd=1.19) and *I look for people I can talk to in SL* (m=3.22, sd=1.22) indicate that the learners focus on improving their skills in the foreign language. However, it is inferenced from the score of the strategy *I look for opportunities to read as much as possible in SL* (m=2.98, sd=1.21) that learners' orientation in improving their skills is not mainly improving and benefiting from reading. With a medium frequency, the strategy *I have clear goals for improving my SL skills* (m=3.10, sd=1.29) gives the clue that the learners need to be trained in self-evaluation and goal setting. As an indication of the learners' inadequacy in goal setting, the use of the strategy *I plan my schedule so I will have enough time to study S* (m=2.94, sd=1.15) is the lowest within the category.

Table 19.

Descriptive Analysis of Meta-Cognitive Strategies in the SILL

Statements	Always or almost always true of me(5)		Usually true of me (4)		Somewhat true of me (3)		Usually not true of me(2)		Never or almost never true of me(1)		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
30. I try to find as many ways as I can to use my SL.	45	22.3	64	31.7	54	26.7	22	10.9	17	8.4	3.48	1.19
31. I notice my SL mistakes and use that information to help me do better.	43	21.3	77	38.1	63	31.2	12	5.9	6	3	3.67	1.00
32. I pay attention when someone is speaking SL.	67	33.2	67	33.2	48	23.8	14	6.9	6	3	3.86	1.04
33. I try to find out how to be a better learner of SL.	72	35.6	62	30.7	41	20.3	19	9.4	8	4	3.84	1.12
34. I plan my schedule so I will have enough time to study SL.	23	11.4	36	17.8	74	36.6	45	22.3	24	11.9	2.94	1.15
35. I look for people I can talk to in SL.	36	17.8	52	25.7	56	27.7	38	18.8	20	9.9	3.22	1.22
36. I look for opportunities to read as much as possible in SL.	25	12.4	43	21.3	66	32.7	39	19.3	29	14.4	2.98	1.21
37. I have clear goals for improving my SL skills.	31	15.3	51	25.2	62	30.7	25	12.4	32	15.8	3.10	1.29
38. I think about my progress in learning SL.	37	18.3	61	30.2	59	29.2	31	15.3	13	6.4	3.37	1.16

SD: Standard deviation

f: Frequency

%: Percent

4.2.7.5. Results of Subcategory of Affective Strategies

The results of the descriptive analysis of affective strategies are presented in Table 20. It is understood from the score of the strategy *I talk to someone else about how I feel when I am learning SL* (m=3.87, sd=1.34) that the learners refer to sharing their feeling the most in order to manage their feelings in the process of the foreign language learning. This is followed by the strategies *I try to relax whenever I feel afraid of using SL* (m=3.62, sd=3.68) and *I encourage myself to speak SL even when I am afraid of making a mistake* (m=3.42, sd=1.15) indicating that they apply techniques to calm down. The use of the strategy *I give myself a reward or treat when I do well in SL* (m=3.02, sd=1.30) is not as frequent as the above mentioned strategies of this category. Low frequencies of the strategies *I notice if I am tense or nervous when I am studying or using SL* (m=2.85, sd=1.27) and *I write down my feelings in a language learning dairy* (m=2.48, sd=1.27) indicate that the learners' need to be introduced alternative ways to raise awareness of their feelings in order to manage them better.

Table 20.

Descriptive Analysis of Affective Strategies in the SILL

Statements	Always or almost always true of me(5)		Usually true of me (4)		Somewhat true of me (3)		Usually not true of me(2)		Never or almost never true of me(1)		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
39. I try to relax whenever I feel afraid of using SL.	39	19.3	58	28.7	61	30.2	27	13.4	16	7.9	3.62	3.68
40. I encourage myself to speak SL even when I am afraid of making a mistake.	42	20.8	57	28.2	59	29.2	34	16.8	9	4.5	3.42	1.15
41. I give myself a reward or treat when I do well in SL.	31	15.3	49	24.3	49	24.3	41	20.3	32	15.8	3.02	1.30
42. I notice if I am tense or nervous when I am studying or using SL.	24	11.9	41	20.3	55	27.2	48	23.8	32	15.8	2.85	1.27
43. I write down my feelings in a language learning dairy.	14	6.9	35	17.3	48	23.8	43	21.3	62	30.7	2.48	1.27
44. I talk to someone else about how I feel when I am learning SL.	30	14.9	38	18.8	52	25.7	41	20.3	40	19.8	3.87	1.34

SD: Standard deviation

f: Frequency

%: Percent

4.2.7.6. Results of Subcategory of Social Strategies

Table 21 shows the results related to use of social strategies. Strategy no 45, *If I do not understand something in SL, I ask the other person to slow down or say it again* (m=3.95, sd=1.15) is preferred widely. The following strategies *I ask for help from SL speakers* (m=3.73, sd=1.16), *I ask SL speakers to correct me when I talk* (m=3.64 sd=1.17) are also used frequently, indicating that the learners feel comfortable to ask for assistance from others. The use of the strategy *I ask questions in SL* (m=3.41, sd=1.25) is at a medium level. The result of the strategy *I try to learn about the culture of SL speakers* (m=3.12, sd=1.3) indicates that the learners put some effort on learning the culture of the foreign language because this is a powerful way to handle ambiguities of the foreign language and build up tolerance towards them. Finally, the score related to use of the strategy *I practice SL with other students* (m=3.05, sd=1.23) indicates that learners do not prefer interacting with their peers in the foreign language, of which reason may be fear of negative evaluation from the peers and, on the other hand, they may not be crediting the foreign language as a means of communication in the learning environment.

Table 21.

Descriptive Analysis of Social Strategies in the SILL

Statements	Always or almost always true of me(5)		Usually true of me (4)		Somewhat true of me (3)		Usually not true of me(2)		Never or almost never true of me(1)		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
45. If I do not understand something in SL, I ask the other person to slow down or say it again.	81	40.1	66	32.7	31	15.3	12	5.9	12	5.9	3.95	1.15
46. I ask SL speakers to correct me when I talk.	56	27.7	66	32.7	44	21.8	24	11.9	12	5.9	3.64	1.17
47. I practice SL with other students.	29	14.4	46	22.8	62	30.7	38	18.8	27	13.4	3.05	1.23
48. I ask for help from SL speakers.	64	31.7	63	31.2	41	20.3	25	12.4	9	4.5	3.73	1.16
49. I ask questions in SL.	47	23.3	54	26.7	57	28.2	23	11.4	21	10.4	3.41	1.25
50. I try to learn about the culture of SL speakers.	38	18.8	44	21.8	51	25.2	43	21.3	26	12.9	3.12	1.3

SD: Standard deviation

f: Frequency

%: Percent

4.2.8. Results of Correlational Analysis of SLTAS and the SILL

For the purpose of identification of the relationship between learners' ambiguity tolerance and choice of language learning strategies, Pearson Correlation analysis was performed. The results revealed that ambiguity tolerance is neither associated with overall use of language learning strategies (r=-.057, p=.41) nor with use of the strategies subcategorized as memory strategies (r=-.41, p=.56), cognitive strategies (r=-.82, p=.24), compensation strategies (r=.039, p=.58), metacognitive strategies (r=-.093, p=.19), affective strategies (r= -.037, p=.59) and social strategies (r=-.001, p=.98).

To sum up, the findings of the descriptive and correlational analyses that were conducted with the data gathered from SLTAS, FLCAS and the SILL revealed that the ambiguity tolerance of the learners in the present study vary from bottom line to the top line of the total range. Learners cannot tolerate being unable to understand the teacher in the foreign language classroom. Ambiguities due to grammar of the foreign language are difficult to handle and they have intolerance to ambiguities when they want to express themselves in the written or spoken language. However, majority of the learners can tolerate ambiguities of the foreign language at a moderate level.

In the present study, gender has a significant effect on ambiguity tolerance. Both genders have difficulties in tolerating ambiguities, but male learners have higher tolerance to ambiguities than female learners.

Just as ambiguity tolerance level, learners' anxiety varies from very low levels to high levels and majority of the students have a medium level of anxiety. According to the results of the correlational analysis, there is a low association between learners' ambiguity tolerance and anxiety levels. Ambiguity tolerance is slightly correlated with anxiety related to communication apprehension, fear of negative evaluation and test anxiety. Additionally, no correlation was found between low, moderate and high levels of ambiguity tolerance and the three anxiety levels (low, medium and high).

The degree and frequency of learners' overall strategy use are changeable as well. The participants are composed of learners who do not employ language learning strategies at all, the ones who use strategies at moderate frequencies and the others who utilize strategies more frequently and widely. According to the learners' preferences, rank order of the language learning strategies is as cognitive, metacognitive, memory, social, compensation and affective strategies. Learners need to be encouraged to use affective strategies more. According to the results of the correlational analysis, ambiguity tolerance was found to have no correlation with overall strategy use and choice of the strategies in the subcategories of the SILL.

CHAPTER V

5. CONCLUSION AND DISCUSSION

5.1. Introduction

This chapter begins with presentation of summary of the study and this is followed by discussions made under the light of the findings of the study. Afterwards, limitations of the study are stated. Finally, implications for practice and suggestions for further studies are indicated.

5.2. Summary of the Study

Language learning is a process that is shaped, maintained and executed depending on multi factors. Some of these factors can already be present in the context with its available sources such as materials, facilities and methodologies. Some others are, intrinsically, changeable due to each learner who is involved in the process with his contributions that evolve out of their aptitude, intelligence, abilities, strengths, weaknesses or personality, and are impossible to ignore. Success in language learning necessitates awareness of learner differences and adjustment of materials, approaches and methodologies accordingly.

With acceptance of this phenomenon, this study dealt with the concept of ambiguity tolerance as an individual difference rooted from personality traits of the learners and explored its interplay with anxiety which may evoke with intolerance to ambiguities in an anxiety provoking situation such as language learning. Gender differences in ambiguity tolerance are investigated. Considering the fact that the use of language learning strategies may also be influenced by individual differences, the relationship between learners' ambiguity tolerance and preferences of language learning strategies was identified. Dependently, the following research questions were raised:

1) To what extent are EFL learners who study in aviation related programs of a vocational college tolerant to ambiguity?
2) Does gender have an effect on the level of ambiguity tolerance?
3) What is the relationship between learners' level of ambiguity tolerance and anxiety levels?

4) What is the relationship between learners' level of ambiguity tolerance and choice of language learning strategies?

The research was performed in a vocational college of a foundation university located in Nevşehir, Turkey. The participants of the study were 202 second year students who studied in aviation related programs (Cabin Crew Services, Civil Air Transportation Management and Aircraft Technologies). Three surveys, the Second Language Tolerance of Ambiguity Scale (SLTAS) (Ely, 1995), Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986) and The Strategy Inventory for Language Learning (SILL) (Oxford, 1990) and a demographic questionnaire were utilized in the phase of data collection. The findings of the study were obtained with descriptive and correlational analysis. Discussions of the results that answer the research questions are presented in the following sections.

5.3. Discussions

5.3.1. The Extent That the Learners are Tolerant to Ambiguities

Investigation of the first research question *To what extent are EFL learners who study in aviation related programs of a vocational college tolerant to ambiguity?* revealed that, although there are some salient learners who scored at the edges of too high and too low tolerance of ambiguities in some particular situations of language learning, overall tolerance level of the learners in the present study is not too high. It is necessary to have some ambiguity tolerance in order to practice successful language learning; too high levels of ambiguity tolerance can detriment the process. It can make learners become "wishy-washy", their cognitive organization of information can be unhealthy, and they can learn the structures or rules without integrating them in a complete system (Brown, 2007). Referred to this, the learners in the present study demonstrate ambiguity tolerance to the extent that their cognition or emotions may not be affected in an impeding or impairing way, they can progress in language learning gradually, and as they progress, they can resolve ambiguities. At the time of the study, which corresponds to the end of the spring semester in the second year of their education, the learners have acquired lower intermediate to intermediate level of English language proficiency. The learners may have demonstrated ambiguity tolerance to this extent due to their proficiency levels in the foreign language at that time. The

more proficient, the more tolerant the learners become to the ambiguities (Erten & Topkaya, 2009; Chiang, 2016). As the students gain better comment of the foreign language, they get more comfort in dealing with new information, improve abilities in mastering grammatical structures and enhance vocabulary knowledge that would provide comprehension in reading and listening. Eventually, they give less importance to check every detail and they develop more tolerance to ambiguities (Abdollahian & Fatemi, 2013).

In the research setting, the most ambiguous situation is related to the language that is used by the teacher in the classes indicating that learners could not tolerate ambiguities related to listening skills. Learners are subject to obtain new knowledge from their teachers in a foreign language learning environment (Ashouri & Fotovatnia, 2010). Thus, teachers' talk is the main source of input for listening comprehension. At the time of listening, unfamiliar accents, different pronunciations, unknown words or grammar may be sources of ambiguities perceived by the learners (Ely, 1995) and some learners may not tolerate such ambiguous elements in listening tasks (Birckbichler & Omaggio, 1978). At the time of the study, teachers of different nations such as Iranian, Polish, Syrian, Canadian and Russian were hired in the vocational college where learners were educated. Foreign accents that learners have encountered in the foreign language classes might have been disadvantageous in tolerating ambiguities while listening to their teachers' instructions. As cited in Dewaele and Wei (2013), Seravalle (2011) argued that foreign accent is basically ambiguous for learners and due to the foreign accent; learners may feel uncomfortable and this discomfort may yield to closure among learners with less tolerance, while more tolerant learners behave more responsively with better performances. Besides, learners' intolerance of ambiguities related to listening may be because of the limited opportunities of interaction in the foreign language context, hearing or speaking the target language mostly in the classes, thus, making a slow improvement in listening skills. If it had been a second language learning context with the language being spoken as a part of people's daily life, learners would have had less difficulty in understanding the teachers' talk due to the reduced amount of ambiguities in the target language. Another reason can also be the instructional method of the teacher which requires adjustments according to the learners' proficiency levels.

The results revealed that the learners cannot tolerate ambiguities that they encountered at the time of expressing their ideas in the foreign language while writing

or speaking which corresponds to the results of the study by Kazamia (1999). The reason can be the fact that the foreign language is not used as the main means of correspondence in the context of the study; therefore, planned and structured writing or speaking tasks would yield to restricted improvement. Learners cannot tolerate the feeling of inadequacy due to their knowledge of the foreign language which is not enough to reflect their thoughts clearly while speaking in the foreign language (Kazamia, 1999). On the other side, the results showed that the participants can tolerate ambiguities related to reading skills to a more moderate level. They can employ guessing meaning and global reading strategies. This can be explained with the assertion made by Kamran (2011) that the learners can tolerate lexical or contextual ambiguities better when reading a text as it already exists and "decoding" an existing text bares less ambiguous elements than writing a text through "encoding" it in order to express ideas (pp. 28-29). As a productive skill, writing in the foreign language brings learners a number of unfamiliar elements due to the linguistic forms or vocabulary and can be met with less tolerance by the learners.

5.3.2. Gender Effect on the Level of Ambiguity Tolerance

As for the answer to the second question of the research *Does gender have an effect on the level of ambiguity tolerance*? the results revealed that neither gender demonstrate a high level of ambiguity tolerance; learners of both genders are almost moderately tolerant to ambiguities. However, there is a significant difference between ambiguity tolerance levels of male and female learners. Male learners were found to be more tolerant of ambiguities than the females. Investigation focused on gender differences in learning styles and personality traits has showed that males have more field independence and, thus, they can detect more details under complex conditions than females (Oxford, 1993- as cited in Erten & Topkaya, 2009). Also, considering reflection versus impulsivity distinction, Larsen-Freeman and Long (1991) indicated that females show more reflective behaviors with tendency to think in detail before making a decision which makes females more closure oriented, thus missing clues or incomplete information are more distracting for them in decision making (cited in Marzban et al., 2012). Apart from these, females perceive risks higher than males (Schubert, Matthias, Brown & Brachinger, 2000) and males who can detect details better and eager to reach results under ambiguous conditions; tend to be more

courageous than females in risk-taking and experience less discomfort in language learning (Erten & Topkaya, 2009; Marzban et al., 2012). Within this scope, it can be said that ambiguity tolerance is less common among female learners in the context of the present study.

5.3.3. The Relationship between Learners' Level of Ambiguity Tolerance and Anxiety Levels

Prior to the inquiry of the third research question, learners overall anxiety levels were identified. Similar to the results obtained for ambiguity tolerance, it was detected that very high levels of anxiety was felt by some learners and there were also some other learners who sensed anxiety at very low levels. In the foreign language learning context of the present study, the learners generally experience anxiety at a moderate level. Because of its negative effects in the foreign language learning, anxiety is needed to be avoided even though it may have some helpful sides. Learners with very low anxiety may become "wishy-washy", whereas learners who have anxiety at more manageable levels can transform detrimental effects of anxiety into a facilitative form which helps learners become balanced, attentive and only a little nonstable to the degree that they do not fully relax (Brown, 2007). Relying on this, it can be said that, despite the anxiety felt, the learners of the study can survive and keep progressing in the process of foreign language learning.

However, detailed comparisons of the results on the basis of each performance dimension of anxiety, communication apprehension, test anxiety and fear of negative evaluation revealed that the learners experience anxiety more in speaking in a spontaneous way. It would not be wrong to say that the learners of the study suffer from poor communicative skills that they try to improve in an artificial environment of foreign language learning surrounded with classroom walls. In a foreign language classroom, learners are expected to communicate with restricted sources. The individuals try to express their mature thoughts via immature linguistic abilities (MacIntyre & Gardner, 1989). The results also showed that the learners feel discomfort when communicating with their peers in the foreign language. This can be because communication in the foreign language is completely different from communicating in the mother tongue. When communicating in the foreign language, learners are judged with unclear or unfamiliar language elements and socio-cultural norms. In a foreign language learning environment, speaking anxiety takes place due to the information that

an individual will almost definitely face hardship in understanding others or being understood by others which makes even talkative people remain silent in the foreign language classroom (Horwitz et al., 1986). On the other hand, “communicative anxiety is also conceptually related to social-evaluative anxiety as each involves apprehension surrounding social perceptions and self-consciousness when speaking or participating in a social context” (MacIntyre & Gardner, 1989, p. 268). Relying on this, it is inferred that the learners refrain from communicating with their peers in the foreign language due to their concerns of protecting their self-confidence and social image in the community that they belong to.

The results of test anxiety dimension revealed that the learners’ anxiety levels are not to the extent that they adopt reluctant or avoidance behaviors in the foreign language classroom. However, the learners are very worried about failing in the exams. One underlying reason can be previous educational experience that they received at schools which focuses on success in tests rather than achievement in performances. Another reason can be that the credit which corresponds to the foreign language lessons at the vocational college is too high, almost one thirds of the total credit that the learners are eligible to take in one semester. This means failing of the foreign language lessons will have a direct impact on their GPA. According to the education procedures of the vocational college, if the GPA is lower than preset limits, they may not be eligible to get credits of the following term; as a consequence they cannot graduate. Anxiety can threaten learners’ self-esteem which is their self-worth regarding their own abilities in a situation, such as education and confidence related to tasks with specific activities (Brown, 2007; Zare & Riasati, 2012). With this notion, it can be said that the fear of failure can also generate destructive stress while preparing and studying prior to the exams, resulting in negative self-beliefs and impaired self-esteem. These occurrences can also lead to anxiety arousal when being asked questions or called up for participation in class activities.

Anxiety due to fear of negative evaluation is felt at moderate levels. Watsons and Friend (1969) defined fear of negative evaluation as “apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively” (p. 449). The scholars asserted that individuals who have high fear of negative evaluation might fear the possibility of disapproval, whereas the others who have less fear of negative evaluation might be interested in possibility of receiving approval. On the other hand, within an

unclear relationship, fear of negative evaluation may rise due to the prior negative evaluation which may be reflected as avoidance of such situations or it may induce desire for approval in further evaluative situations. Therefore, it can be said that the learners of the present study stand somewhere that they may be motivated to develop reluctant or attentive behaviors depending on the characteristics and approaches of the evaluators, who are the instructors or the peers in a foreign language learning situation. Also, the results indicated that learners' fear of negative evaluation is affected with the way that the teacher correct their errors and the time given for answers when being asked a question. Relying on that the teachers are expected to be more personable and put more effort to lessen anxiety in classrooms through creation of nonthreatening, friendly atmosphere, encouraging risk taking and communication (Crookall & Oxford, 1991), it is inferred that the learners of the present study need more understanding and endeavor from their teachers.

Finally, investigations of the third research question *What is the relationship between learners' level of ambiguity tolerance and anxiety levels?* revealed a very low positive correlation between learners' ambiguity tolerance and anxiety levels (low, medium and high). Similarly, a low correlation was also detected between learners' ambiguity tolerance and three performance dimensions of anxiety (communication apprehension, text anxiety and fear of negative evaluation). It was found that low, moderate, and high levels of ambiguity tolerance were not correlated with low, medium and high levels of anxiety. These findings contradict with some previous studies which resulted with a strong relationship between ambiguity tolerance and anxiety (Dewale & Ip, 2013; Genç 2016). Also, taking into account that learners' ambiguity tolerance levels and anxiety levels are very slightly correlated, it is inferred that anxiety does not evoke as a reaction of ambiguity tolerance at all. Therefore, it cannot be stated that less anxious learners are more tolerant to ambiguities in the foreign language learning context of the present study, disagreeably with the study by Dewaele and Ip (2013) that was conducted with Chinese learners who studied in Hong Kong.

5.3.4. The relationship between learners' level of ambiguity tolerance and choice of language learning strategies

For the investigation of the fourth concern in the study, learners' overall strategy use and choices among subcategories of language learning strategies were identified. The results related to the learners' overall strategy use revealed that learners use

language learning strategies in a continuum ranging from medium to high. Also, it was seen that some learners utilize language learning strategies in a very poor manner, whereas frequency of strategy use of some other learners are remarkably high.

Examining the results on the basis of each subcategory of language learning strategies, it was detected that cognitive strategies are the most popular strategies among the learners. In the light of some studies that have found a positive relationship between proficiency and use of cognitive strategies (Bremner, 1999; Li, 2005), this result can be an indicator of learners' proficiency levels. However, use of cognitive strategies could be either a result or a reason for proficiency; they can promote progress in language learning or, instead, they can be used more as the proficiency increases (Bremner, 1999). Yang (2005) advocated that the cognitive strategies have the highest impact on students' learning, independency and improvement of learning capabilities. Ganbari-Taleb, Ghanbari, Yousefi and Botlani (2013) stated that cognitive strategies are mediating factors on learners' motivation and attitude toward the foreign language being learned. Therefore, considering tendencies of the learners in the present study to use cognitive strategies via watching TV or movies in the target language, initiating conversations, employing rehearsal exercises and inferencing techniques, it can be said that they have developed independence and have motivation to take responsibility of their own learning to some extent.

The results revealed that the learners of the study do not employ some of the meta-cognitive strategies such as goal setting or scheduling for studying at a frequent base. As cited in Yang (2005), metacognitive strategies relate to learners' planning for learning, monitoring their actions for learning and evaluating results of learning activities (O'Malley & Chamot, 1990). It can be said that learners' lack of goal setting is affecting their use of each strategy in the meta-cognitive category and use of other strategies as well, since metacognitive strategies can modify use of cognitive, social and affective strategies (Yang, 2005). Srichanyachon (2010) advocated that setting goals can raise learners' focus on the task requirements, skills to be improved and possible results which lead to employment of more suitable strategies and a better self-monitoring. With the goals set, learners may become more considerate about time management and responsible for their own learning which makes them more autonomous and motivated. Depending on the information presented in literature, it is inferred that the learners employ strategies in a random manner and their selection does not rely on their preset learning objectives. This makes them unable to realize their own

strengths to be maintained or weaknesses that need to be improved. Eventually, learners' inadequate goal setting behaviors might have a negative effect on their whole language learning process.

A remarkable finding was that the learners of the present study widely utilize visual strategies through imaging the words or connecting sounds with images to learn vocabulary. This finding is convincing that the majority of the learners in the present study have spatial intelligence. Armstrong (2000) explained that spatial intelligence is related to vision and spatial judgement; individuals with spatial intelligence are capable of learning with colors, shapes or forms and they like to visualize (cited in Sólmundardóttir, 2008). As Karimi and Sanavi (2014) expressed EFL learners who study in aviation related fields are highly aware of the requirement that they need to improve their language skills as English is the main language in the sector. They will need to be able to communicate with English speaking team members or customers in international operations, read and understand books or manuals written in English or comprehend visualized information in the working area. This awareness might be motivating the learners of the study to improve and utilize their spatial abilities which are highly appreciated in some careers such as aviation (Diezzmann & Watters, 2000). On the other hand, Wu (2014) claimed that present-day students are "better visual learners" because they have met technology through video games, computers or smartphones at very early ages (p. 305). In the context of the study, learners do not prefer to use flash cards for vocabulary learning. It is assumed that the learners use their smartphones as means of vocabulary learning or practicing the foreign language since they can provide the quickest, easiest and the most effective solutions to conduct self-studies provided with vast amount of visual aids. Wu (2014) investigated and confirmed the effectivity of use of smartphones in vocabulary building and growth in vocabulary acquisition of Chinese EFL students. It can be said that the learners' tendencies and preferences in use of some strategies are formed with promises of technology.

As for the use of social strategies, the results revealed that the learners ask questions for clarification or correction and cooperate with others or proficient foreign language speakers widely. O'Malley and Chamot (1990) stated that social strategies are actions adopted in order to handle communications with other factors such as teachers or peers (cited in Yang, 2005). The learners might have started using these strategies unaware at the very beginning because of the teachers who are not native speakers of the learners' mother tongue. Use of such strategies might have become common with

learners' familiarizations in time. On the other hand, it was also found that the learners employed some compensation strategies of tackling with restrictions related to speaking or writing in the foreign language at a frequency a little above the medium level. According to Brown (2007), compensation strategies such as using gestures, using other words or phrases or creating new words when meaning of a word cannot be found and guessing what the other speaker will say next at the time of a conversation are steps taken in order to compensate and prevent breakages of communication. Uses of these strategies are reflections of somebody's strategic competence with which the goals of communication are met. In relation to this, the utterance can be made that the learners in the context of the study are progressing in development of strategic competence in the way of communicative competence. This progress can also be attributed to the foreign teachers who may have contributed learners' improvement in their communicative skills, despite the intolerance or anxiety experienced by the learners.

The learners of the study do not tend to use the affective strategies at all. It was found that, although, the learners speak about their feelings and liaise with others they do not keep records and are not aware of their feelings. Yunus (2014) stated that, most of the time, language learners do not realize how use of affective strategies can contribute to speaking in the foreign language; when affective strategies are used in an effective way they work well in reducing anxiety while speaking. The researcher found a strong correlation between effective use of affective strategies and all types of anxiety, especially with communication apprehension. Considering that the learners of the present study experience anxiety most in the dimension of communication apprehension, it is inferred that the learners experience disadvantages of their less use of affective strategies. The results also revealed that the learners do not reward their own success, congruent to findings of Yunus (2014) who claimed that "self-rewarding may help to build their self-encouragement and maintain their level of motivation" (p. 211). Mullins (1992) offered that the use of such strategies may become less apparent as learners progress to higher proficiency levels in the foreign language (cited in Yunus, 2014). However, this result may be because the learners of the present study do not have clear goals and self-defined success criteria, thus they cannot recognize their achievements, especially in speaking.

As for the answer of the fourth research question *What is the relationship between learners' level of ambiguity tolerance and choice of language learning strategies?* the findings revealed that there is no correlation between ambiguity

tolerance and overall use of language learning strategies. Besides, ambiguity tolerance is not correlated with learners' choices of language learning strategies in the six subcategories. The finding is similar to some previous studies (Kamran & Maftoon, 2011; Chu et. al, 2015; Shak, 2015). Finally, it is claimed that, within the context of the present study, ambiguity tolerance is not a determinant factor of learners' choices of language learning strategies.

To sum up, one reason behind the findings of the present study can be the proficiency level of learners that they have attained by the end of the second year of their education. Another reason can be the intensive and diversified curriculum of foreign language teaching at the vocational college. Weekly hours allocated for foreign language classes vary between twelve and four hours depending on the program. The course hours are divided between different teachers. Some teachers instruct only grammar and some others give only speaking and listening classes. Besides, some hours of the courses are allocated for computer based evening or weekend classes which learners can attend with personal computers from their homes or dormitories. This diversity of methods and applications might have had an impact on learners' ambiguity tolerance and anxiety levels in different ways. Having been exposed to various instructional techniques, learners might have developed readiness to some unfamiliar conditions. On the other side, the anxiety that the learners felt in the language learning environment might have been balanced to some degree with the experiences gained thanks to different instructors, teaching techniques or accents. Finally, the education of aviation related programs is dominated with international terms in English, since English is accepted as the common language in the aviation sector. The content of the vocational lessons are abundant with vast amount of field related English terms. Having learned and used these English terms in the lessons from the very beginning, learners might have become more accustomed to the use of foreign language. Finally, all above mentioned possible reasons may have shaped learners' usages of language learning strategies.

5.4. Implications

Findings of the present study suggest that the teachers must take into account that the learners' personality traits, emotions, attitudes are important contributors to the flow of foreign language classes. Relying on the information presented in literature, a

moderate level of ambiguity tolerance is advisable so that language learning is facilitated. This can happen where a learner feels no longer “embarrassed or unhappy at linguistic uncertainty”, but thinks “himself or herself as a linguistic researcher or problem solver” (Ely, 1995, p. 92 – as cited in Dewaele & Wei, 2013). Teachers can help learners obtain this optimum level through creating nonthreatening classroom atmospheres in which learners are encouraged to take risks with no fear of failure or negative evaluation from the teacher or other learners; paying less attention to less important errors and being mindful in error correction; raising learners’ awareness of ambiguity tolerance and that facing uncertainties and ambiguities is natural in foreign language.

Increased utilization of authentic materials that will reflect the culture or the communicative habits of the native speakers of the foreign language can help learners overcome difficulties and reduce ambiguities related to language skills. These materials can be newspapers, magazines, novels, poems, diaries or e-mails written by the native speakers of the foreign language. Also, radio podcasts, videos, recorded conversations or TV programs can be introduced to the learners. This would help learners become more motivated to do self-studies in the foreign language in a self-regulated and flexible way. Alternatively, a number of books written in the foreign language can be made available in the classrooms. Some part of the lesson can be allocated for independent reading and discussions on the books can be made in the foreign language classrooms.

As improvement will be promoted and ambiguity tolerance can be raised with practice, learners need to be encouraged to participate in class activities and take part in conversations more. Getting learners in pair work or group work activities will increase student-to-student interactions and make them feel as members of the community which will promote anxiety elimination in the classroom (Crookall & Oxford, 1991). Besides, they should be explained that it is natural to make mistakes and the mistakes that they may make can be utilized for improvement. This way feeling of inadequacy in expressing ideas that cannot be tolerated and provokes anxiety can be reduced and learners can become more motivated to catch the opportunities to use the foreign language.

In order to meet learning needs of all students, teachers are expected to enrich their instructional methods through embedding variety of techniques, visual or audial materials and kinesthetic activities. By doing so, learners with different learning styles will have the opportunities to explore their own strengths or weaknesses, improve the

styles that they are weak in and adjust their studying techniques. These would help learners be more responsible for their own learning and enhance their self-esteem (Sólmundardóttir, 2008).

Finally, teachers should train their learners in goal setting. For this, they should encourage learners to use check lists for self-evaluation or peer-evaluation, make the learners write down their goals and guide in designing their own path to reach the goals through planning the time, preparing the materials and checking the process (Srichanyachon, 2010). As advised by Cohen (2003), teachers should coach their students by providing opportunities to raise their awareness of their own styles (as cited in Kamran, 2011). Encouraging learners to keep language learning diaries would work well. Writing down their feelings or thoughts would help learners analyze and understand how they feel, find out underlying reasons of destructive feelings, determine the moments or actions that they feel good or comfortable in the path of foreign language learning. The data that such a diary would present will be helpful in reforming their behaviors, habits or attitudes related to foreign language learning (Nešić & Spasić-Stojković, 2017).

5.5. Limitations of the Study

This study employed quantitative methods for data collection and analyses. Lack of any qualitative method is a limitation. Utilization of observations, interviews or record keepings could provide more detailed data. Another limitation is that all the participants were from the same setting. Absence of participants from different settings makes it impossible to generalize the results. Moreover, all the participants were students of aviation related fields that English literacy is a major condition in recruitments. Students from different fields might score in the surveys differently. No comparisons on the basis of educational fields could be made. Finally, all the participants were second grade students. If first grade students were included in the study, comparisons on the basis of different proficiency levels could have been made. Therefore, another study sampling more learners with different proficiency levels, from different educational fields of other universities would provide more generalizable results for the foreign language learning context of Turkey.

5.6. Suggestions for Further Studies

This study centered on ambiguity tolerance as an individual difference rooted from personality and its relationship with learners' gender, anxiety levels and preferences of language learning strategies. The literature presents studies that have investigated the relationship between ambiguity tolerance and motivation, personality types or achievement. Further studies investigating interplay of ambiguity tolerance with such variables would contribute to the literature in the context of the study.

Some results of the study led to some inferences related to students' learning styles and proficiency levels. Therefore, researches that would focus on students' learning styles and proficiency levels may provide a better understanding of influence of ambiguity tolerance in foreign language learning. Also, only gender was taken into consideration as an individual difference in this study. Some other learner differences that are believed to be influential in foreign language learning, such as age or years of language learning experience may be credited in further studies. On the other hand, in this study, technology was thought to play a role in learners' anxiety levels and studying habits or use of some language learning strategies. Research that will investigate the impact of technology on foreign language anxiety or use of language learning strategies may present some useful information. Finally, due to the fact that it may not be possible to identify use of some language learning strategies, as they can be employed by the learners mentally; researches that will be conducted both in qualitative and quantitative designs would provide detailed data regarding learners' preferences of language learning strategies.

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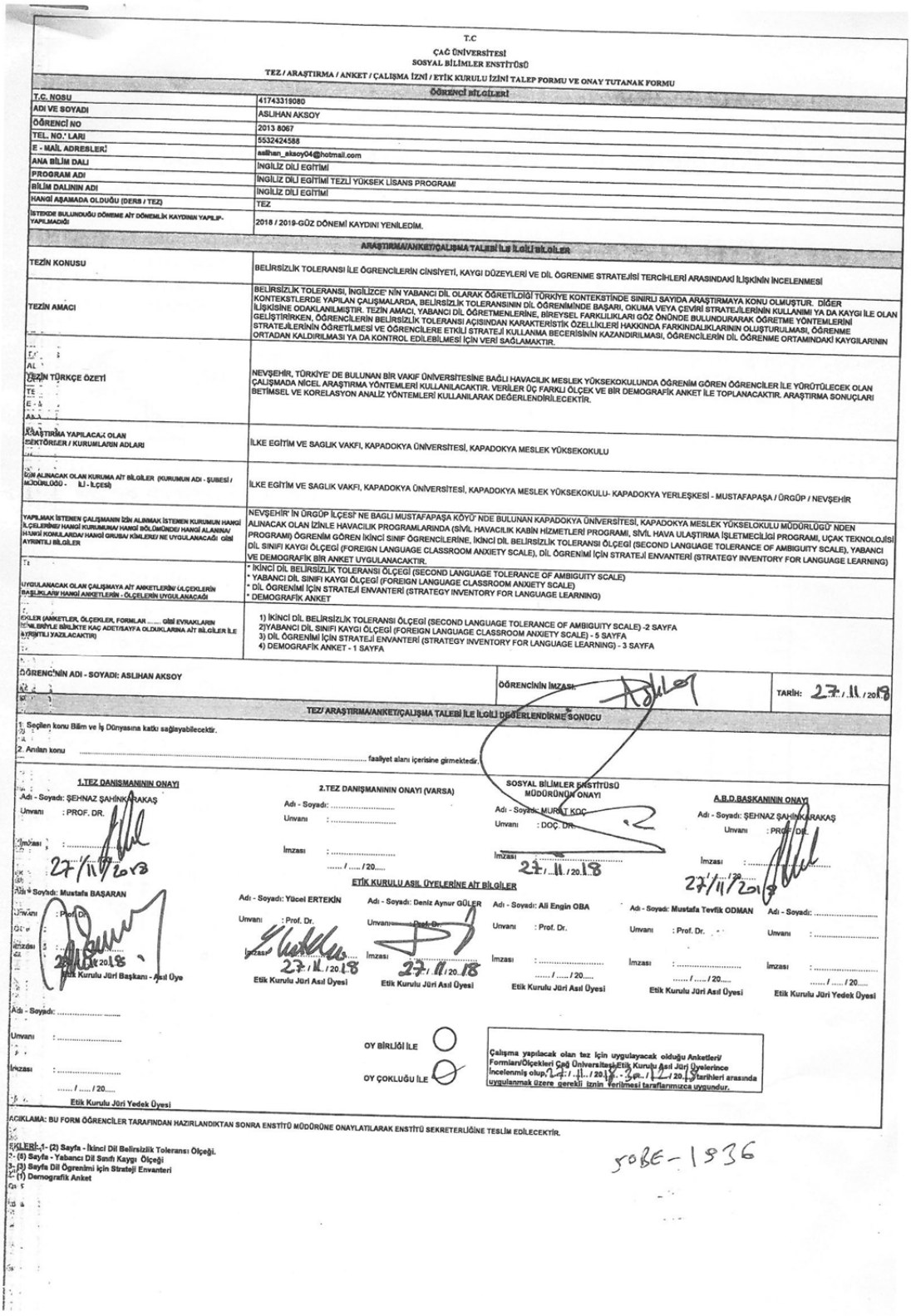
7. APPENDICES

Appendix 1: Ethics Committee permit Document



T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

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BİLİM DALININ ADI	İNGİLİZ DİLİ EĞİTİMİ
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTENDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2018 / 2019-GÜZ DÖNEMİ KAYDINI YENİLEDİM.

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER

TEZİN KONUSU	BELİRSİZLİK TOLERANSI İLE ÖĞRENCİLERİN CİNSİYETİ, KAYGI DÜZEYLERİ VE DİL ÖĞRENME STRATEJİSİ TERCİHLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ
TEZİN AMACI	BELİRSİZLİK TOLERANSI, İNGİLİZCE' NİN YABANCI DİL OLARAK ÖĞRETİLDİĞİ TÜRKİYE KONTEKSTİNDE SINIRLI SAYIDA ARAŞTIRMAYA KONU OLMUŞTUR. DİĞER KONTEKSTLERDE YAPILAN ÇALIŞMALARDA, BELİRSİZLİK TOLERANSININ DİL ÖĞRENİMİNDE BAŞARI, OKUMA VEYA ÇEVİRİ STRATEJİLERİNİN KULLANIMI YA DA KAYGI İLE OLAN İLİŞKİSİNE ODAKLANILMIŞTIR. TEZİN AMACI, YABANCI DİL ÖĞRETMENLERİNE, BİREYSEL FARKLILIKLARI GÖZ ÖNÜNDE BULUNDURARAK ÖĞRETME YÖNTEMLERİNİ GELİŞTİRİRKEN, ÖĞRENCİLERİN BELİRSİZLİK TOLERANSI AÇISINDAN KARAKTERİSTİK ÖZELLİKLERİ HAKKINDA FARKINDALIKLARININ OLUŞTURULMASI, ÖĞRENME STRATEJİLERİNİN ÖĞRETİLMESİ VE ÖĞRENCİLERE ETKİLİ STRATEJİ KULLANMA BECERİSİNİN KAZANDIRILMASI, ÖĞRENCİLERİN DİL ÖĞRENME ORTAMINDAKİ KAYGILARININ ORTADAN KALDIRILMASI YA DA KONTROL EDİLEBİLMESİ İÇİN VERİ SAĞLAMAKTIR.
TEZİN TÜRKÇE ÖZETİ	NEVŞEHİR, TÜRKİYE' DE BULUNAN BİR VAKIF ÜNİVERSİTESİNE BAĞLI HAVACILIK MESLEK YÜKSEKOKULUNDA ÖĞRENİM GÖREN ÖĞRENCİLER İLE YÜRÜTÜLECEK OLAN ÇALIŞMADA NİCEL ARAŞTIRMA YÖNTEMLERİ KULLANILACAKTIR. VERİLER ÜÇ FARKLI ÖLÇEK VE BİR DEMOGRAFİK ANKET İLE TOPLANACAKTIR. ARAŞTIRMA SONUÇLARI BETİMSEL VE KORELASYON ANALİZ YÖNTEMLERİ KULLANILARAK DEĞERLENDİRİLECEKTİR.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	İLKE EĞİTİM VE SAĞLIK VAKFI, KAPADOKYA ÜNİVERSİTESİ, KAPADOKYA MESLEK YÜKSEKOKULU
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLÇESİ)	İLKE EĞİTİM VE SAĞLIK VAKFI, KAPADOKYA ÜNİVERSİTESİ, KAPADOKYA MESLEK YÜKSEKOKULU- KAPADOKYA YERLEŞKESİ - MUSTAFAPAŞA / ÜRGÜP / NEVŞEHİR
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	NEVŞEHİR' İN ÜRGÜP İLÇESİ' NE BAĞLI MUSTAFAPAŞA KÖYÜ' NDE BULUNAN KAPADOKYA ÜNİVERSİTESİ, KAPADOKYA MESLEK YÜKSELOKULU MÜDÜRLÜĞÜ' NDEN ALINACAK OLAN İZİNLE HAVACILIK PROGRAMLARINDA (SİVİL HAVACILIK KABİN HİZMETLERİ PROGRAMI, SİVİL HAVA ULAŞTIRMA İŞLETMECİLİĞİ PROGRAMI, UÇAK TEKNOLOJİSİ PROGRAMI) ÖĞRENİM GÖREN İKİNCİ SINIF ÖĞRENCİLERİNE, İKİNCİ DİL BELİRSİZLİK TOLERANSI ÖLÇEĞİ (SECOND LANGUAGE TOLERANCE OF AMBIGUITY SCALE), YABANCI DİL SINIFI KAYGI ÖLÇEĞİ (FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE), DİL ÖĞRENİMİ İÇİN STRATEJİ ENVANTERİ (STRATEGY INVENTORY FOR LANGUAGE LEARNING) VE DEMOGRAFİK BİR ANKET UYGULANACAKTIR.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	* İKİNCİ DİL BELİRSİZLİK TOLERANSI ÖLÇEĞİ (SECOND LANGUAGE TOLERANCE OF AMBIGUITY SCALE) * YABANCI DİL SINIFI KAYGI ÖLÇEĞİ (FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE) * DİL ÖĞRENİMİ İÇİN STRATEJİ ENVANTERİ (STRATEGY INVENTORY FOR LANGUAGE LEARNING) * DEMOGRAFİK ANKET
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR ..... GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) İKİNCİ DİL BELİRSİZLİK TOLERANSI ÖLÇEĞİ (SECOND LANGUAGE TOLERANCE OF AMBIGUITY SCALE) -2 SAYFA 2)YABANCI DİL SINIFI KAYGI ÖLÇEĞİ (FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE) - 5 SAYFA 3) DİL ÖĞRENİMİ İÇİN STRATEJİ ENVANTERİ (STRATEGY INVENTORY FOR LANGUAGE LEARNING) - 3 SAYFA 4) DEMOGRAFİK ANKET - 1 SAYFA

ÖĞRENCİNİN ADI - SOYADI: ASLIHAN AKSOY — ÖĞRENCİNİN İMZASI: — TARİH: 27./11./2018

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.
2. Anılan konu ..... faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI
Adı - Soyadı: ŞEHNAZ ŞAHİN KARAKAŞ
Unvanı : PROF. DR.
İmzası : 27/11/2018

2.TEZ DANIŞMANININ ONAYI (VARSA)
Adı - Soyadı: .....
Unvanı : .....
İmzası : ..... / ..... / 20.....

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: MURAT KOÇ
Unvanı : DOÇ. DR.
İmzası : 27./11./2018

A.B.D.BAŞKANININ ONAYI
Adı - Soyadı: ŞEHNAZ ŞAHİN KARAKAŞ
Unvanı : PROF. DR.
İmzası : 27/11/2018

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: Mustafa BAŞARAN Unvanı : Prof. Dr. İmzası : 27./11./2018 Etik Kurulu Jüri Başkanı - Asıl Üye	Adı - Soyadı: Yücel ERTEKİN Unvanı : Prof. Dr. İmzası : 27./11./2018 Etik Kurulu Jüri Asıl Üyesi	Adı - Soyadı: Deniz Aynur GÜLER Unvanı : Prof. Dr. İmzası : 27./11./2018 Etik Kurulu Jüri Asıl Üyesi	Adı - Soyadı: Ali Engin OBA Unvanı : Prof. Dr. İmzası : ..... / ..... / 20..... Etik Kurulu Jüri Asıl Üyesi	Adı - Soyadı: Mustafa Tevfik ODMAN Unvanı : Prof. Dr. İmzası : ..... / ..... / 20..... Etik Kurulu Jüri Asıl Üyesi	Adı - Soyadı: ..... Unvanı : ..... İmzası : ..... / ..... / 20..... Etik Kurulu Jüri Yedek Üyesi

Adı - Soyadı: .....
Unvanı : .....
İmzası : ..... / ..... / 20.....
Etik Kurulu Jüri Yedek Üyesi

OY BİRLİĞİ İLE ○
OY ÇOKLUĞU İLE ○

Çalışma yapılacak olan tez için uygulayacak olduğu Anketler/ Formlar/Ölçekler Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 27./11./2018 tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur.

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.

EKLER: 1- (2) Sayfa - İkinci Dil Belirsizlik Toleransı Ölçeği.
2- (5) Sayfa - Yabancı Dil Sınıfı Kaygı Ölçeği
3- (3) Sayfa Dil Öğrenimi için Strateji Envanteri
4- (1) Demografik Anket

SOBE-1936

Appendix 2: Second Language Tolerance of Ambiguity Scale (English)

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

Decide whether you agree or disagree with each statement. For example, if you *strongly agree (SA)*, mark:

Strongly agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly disagree (SD)
X				

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.

	SA	A	U	D	SD
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.					
	SA	A	U	D	SD
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.					

Scoring:

1. Count each of your scores in this way: SA = 4, A = 3, U = 0, D = 2, SD = 1
2. Total your score for all statements and compare with the following scale.

More tolerant of ambiguity
Score: 12 points

Less tolerant of ambiguity
48 points

Appendix 3: Second Language Tolerance of Ambiguity Scale (Turkish)

Takip eden sayfalardaki ifadeleri okuyunuz. Lütfen ifadeleri İngilizce öğreniminize uygunluklarına göre yanıtlayınız

Her bir ifadeye katıp katılmadığınıza karar veriniz. Örneğin, kesinlikle katılıyorsanız aşağıdaki şekilde işaretleyiniz:

Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
X				

Lütfen her bir ifadeyi üzerinde çok fazla düşünmeden hızlı bir şekilde cevaplayınız. Cevaplarınızı seçtikten sonra değiştirmemeye çalışınız. Lütfen tüm soruları cevaplayınız.

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. İngilizce bir yazı okurken, yazılanın anlamını tamamen anlamadığım zaman sabırsızlanırım.					
2. Öğretmenimin İngilizce konuşurken söylediği her şeyi anlamamak beni rahatsız eder.					
3. İngilizce kompozisyon yazarken kendimi tam anlamı ile ifade edememekten hoşlanmam.					
4. Bazen İngilizce' de bazı gramer konularını tam olarak anlayamamayı sinir bozucu bulurum.					
5. İngilizce telaffuzumun pek mükemmel olmadığı duygusundan hoşlanmam.					
6. Tam olarak anlamam biraz zaman aldığında İngilizce okumaktan hoşlanmam.					

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
7. İngilizce gramerine çalıştığım halde, gramer konularının bir kısmını konuşurken veya yazarken kullanamamak beni rahatsız eder.					
8. İngilizce bir yazı yazarken istediğimi tam olarak yazamamaktan hoşlanmam.					
9. Öğretmenimin İngilizce' de bilmediğim bir kelimeyi kullanması beni rahatsız eder.					
10. İngilizce konuşurken düşüncelerimi açıkça ifade edemezsem rahatsız hissederim.					
11. Bazen anadilimde aynı anlama gelen bazı kelimeleri İngilizce' de bulamamaktan hoşlanmam.					
12. İngilizce bir yazı okurken hoşlanmadığım şeylerden biri yazının anlamını tahmin etmek zorunda olmaktır.					

Puanlama:

1. Her bir puanınızı şu şekilde hesaplayınız: Kesinlikle Katılıyorum=4, Katılıyorum=3, Kararsızım=0, Katılmıyorum=2, Kesinlikle Katılmıyorum=1

2. Tüm ifadeler için puanlarını toplayınız ve aşağıdaki ölçek ile karşılaştırınız.

Belirsizlik toleransı daha yüksek — Belirsizlik toleransı daha düşük

Skor: 12 puan — 48 puan

Appendix 4: Foreign Language Classroom Anxiety Scale (English)

1. I never feel quite sure of myself when I am speaking in my foreign language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

2. I don't worry about making mistakes in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

3. I tremble when I know that I'm going to be called on in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

5. It wouldn't bother me at all to take more foreign language classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

6. During language class, I find myself thinking about things that have nothing to do with the course.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

7. I keep thinking that the other students are better at languages than I am.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

8. I am usually at ease during tests in my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

9. I start to panic when I have to speak without preparation in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

10. I worry about the consequences of failing my foreign language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

11. I don't understand why some people get so upset over foreign language classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

12. In language class, I can get so nervous I forget things I know.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

13. It embarrasses me to volunteer answers in my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

14. I would not be nervous speaking the foreign language with native speakers.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

15. I get upset when I don't understand what the teacher is correcting.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

16. Even if I am well prepared for language class, I feel anxious about it.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

17. I often feel like not going to my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

18. I feel confident when I speak in foreign language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

19. I am afraid that my language teacher is ready to correct every mistake I make.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

20. I can feel my heart pounding when I'm going to be called on in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

21. The more I study for a language test, the more con- fused I get.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

22. I don't feel pressure to prepare very well for language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

23. I always feel that the other students speak the foreign language better than I do.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

24. I feel very self-conscious about speaking the foreign language in front of other students.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

25. Language class moves so quickly I worry about getting left behind.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

26. I feel more tense and nervous in my language class than in my other classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

27. I get nervous and confused when I am speaking in my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

28. When I'm on my way to language class, I feel very sure and relaxed.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

29. I get nervous when I don't understand every word the language teacher says.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

31. I am afraid that the other students will laugh at me when I speak the foreign language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

32. I would probably feel comfortable around native speakers of the foreign language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Appendix 5: Foreign Language Classroom Anxiety Scale (Turkish)

1. Yabancı dil dersinde konuşurken hiçbir zaman kendimden fazla emin olmam.
   Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
2. Yabancı dil dersinde hata yapmak beni endişelendirmez.
   Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
3. Yabancı dil dersinde söz hakkı alacağımı bildiğim zaman strese girerim.
   Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
4. Öğretmenimin yabancı dilde ne dediğini anlamamaktan korkarım.
   Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
5. Daha fazla yabancı dil dersi almamın bir mahsuru yoktur.
   Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
6. Yabancı dil derslerinde, kendimi dersle ilgisi olmayan başka şeyler düşünürken bulurum.
   Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
7. Sürekli olarak diğer öğrencilerin yabancı dilde benden daha iyi olduklarını düşünürüm.
   Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
8. Yabancı dil sınavlarında genellikle rahat olurum.
   Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
9. Yabancı dil sınıfında hazırlık yapmadan konuşmak durumunda kaldığımda panik yapmaya başlarım.
   Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
10. Yabancı dil dersi sınavından başarısız olmamın sonuçları beni endişelendirir.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

11. Bazı kişilerin yabancı dil sınıfında neden çok mutsuz olduklarını anlamıyorum.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
12. Yabancı dil derslerinde o kadar çok gerilirim ki bildiklerimi unuturum.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
13. Yabancı dil dersinde soru cevaplamak için el kaldırmaya utanırım.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
14. Yabancı dil ana dili olan kişilerle konuşmaktan çekinmem.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
15. Öğretmenin neyi düzelttiğini anlamadığım zaman moralim bozulur.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
16. Yabancı dil dersine iyi hazırlanmış olsam bile endişelenirim.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
17. Sık sık yabancı dil dersine katılmak konusunda isteksizlik duyarım.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
18. Yabancı dilde konuştuğum zaman kendimi güvende hissederim.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
19. Yabancı dil öğretmenimin yaptığım her hatayı düzeltmeye hazır olması beni korkutur.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
20. Yabancı dil sınıfında söz hakkı verileceğini bildiğim zaman kalbim hızlı çarpmaya başlar.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum
21. Yabancı dil sınavına ne kadar çok çalışırsam o kadar çok kafam karışır.
    Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

22. Yabancı dil dersine çalışmak için üstümde baskı hissetmem.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

23. Her zaman diğer öğrencilerin yabancı dili benden daha iyi konuştuklarına inanırım.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

24. Diğer öğrencilerin önünde yabancı dilde konuşmaktan sıkılırım.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

25. Yabancı dil dersi o kadar hızlı ilerler ki geri kalacağımdan endişelenirim.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

26. Yabancı dil dersinde diğer derslerden daha gergin ve sinirli hissederim.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

27. Yabancı dil dersinde konuşurken gerilirim ve kafam karışır.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

28. Yabancı dil dersine giderken son derece kendimden emin ve rahat hissederim.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

29. Yabancı dil öğretmenimin söylediği her kelimeyi anlamadığım zaman gerilirim.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

30. Yabancı dili konuşmak için öğrenmem gereken kuralların çokluğundan bunalırım.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

31. Yabancı dili konuşurken diğer öğrencilerin bana güleceğinden korkarım.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

32. Yabancı dil ana dili olan kişilerin arasında olmak rahat hissettirebilirdi.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

33. Yabancı dil öğretmenim daha önceden hazırlanmadığım sorular sorduğunda gerilirim.

Kesinlikle Katılıyorum Ne Katılıyorum Katılmıyorum Kesinlikle Katılıyorum Ne de katılmıyorum Katılmıyorum

Appendix 6: Strategy Inventory for Language Learning (SILL) (English)

This form of the strategy inventory for language learning (SILL) is for students of a second language (SL). Please read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. **There are no right or wrong answers** to these statements.

	PART A					
1	I think of relationships between what I already know and new things I learn in the SL.	O1	O 2	O 3	O 4	O 5
2	I use new SL words in a sentence so I can remember them.	O1	O 2	O 3	O 4	O 5
3	I connect the sound of a new SL word and an image or picture of the word to help me remember the word.	O1	O 2	O 3	O 4	O 5
4	I remember a new SL word by making a mental picture of a situation in which the word might be used.	O1	O 2	O 3	O 4	O 5
5	I use rhymes to remember new SL words.	O1	O 2	O 3	O 4	O 5
6	I use flashcards to remember new SL words.	O1	O 2	O 3	O 4	O 5
7	I physically act out new SL words.	O1	O 2	O 3	O 4	O 5
8	I review SL lessons often.	O1	O 2	O 3	O 4	O 5
9	I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign.	O1	O 2	O 3	O 4	O 5

PART B						
10	I say or write new SL words several times.	O1	O 2	O 3	O 4	O 5
11	I try to talk like native SL speakers.	O1	O 2	O 3	O 4	O 5
12	I practice the sounds of SL.	O1	O 2	O 3	O 4	O 5
13	I use the SL words I know in different ways.	O1	O 2	O 3	O 4	O 5
14	I start conversations in the SL.	O1	O 2	O 3	O 4	O 5
15	I watch SL language TV shows spoken in SL or go to movies spoken in SL.	O1	O 2	O 3	O 4	O 5
16	I read for pleasure in the SL.	O1	O 2	O 3	O 4	O 5
17	I write notes, messages, letters, or reports in the SL.	O1	O 2	O 3	O 4	O 5
18	I first skim an SL passage (read over the passage quickly) then go back and read carefully.	O1	O 2	O 3	O 4	O 5
19	I look for words in my own language that are similar to new words in the SL.	O1	O 2	O 3	O 4	O 5
20	I try to find patterns in the SL.	O1	O 2	O 3	O 4	O 5
21	I find the meaning of an SL word by dividing it into parts that I understand.	O1	O 2	O 3	O 4	O 5
22	I try not to translate word for word.	O1	O 2	O 3	O 4	O 5
23	I make summaries of information that I hear or read in the SL.	O1	O 2	O 3	O 4	O 5

PART C						
24	To understand unfamiliar SL words, I make guesses.	O1	O 2	O3	O 4	O 5
25	When I can't think of a word during a conversation in the SL, I use gestures.	O1	O 2	O3	O 4	O 5
26	I make up new words if I do not know the right ones in the SL.	O1	O 2	O3	O 4	O 5
27	I read SL without looking up every new word.	O1	O 2	O3	O 4	O 5
28	I try to guess what the other person will say next in the SL.	O1	O 2	O3	O 4	O 5
29	If I can't think of an SL word, I use a word or phrase that means the same thing.	O1	O 2	O3	O 4	O 5
30	I try to find as many ways as I can to use my SL.	O1	O 2	O3	O 4	O 5
31	I notice my SL mistakes and use that information to help me do better.	O1	O 2	O3	O 4	O 5
32	I pay attention when someone is speaking SL.	O1	O 2	O3	O 4	O 5
33	I try to find out how to be a better learner of SL.	O1	O 2	O3	O 4	O 5
34	I plan my schedule so I will have enough time to study SL.	O 1	O 2	O 3	O 4	O 5
35	I look for people I can talk to in SL.	O 1	O 2	O 3	O 4	O 5
36	I look for opportunities to read as much as possible in SL.	O 1	O 2	O 3	O 4	O 5
37	I have clear goals for improving my SL skills.	O 1	O 2	O 3	O 4	O 5
38	I think about my progress in learning SL.	O 1	O 2	O 3	O 4	O 5

PART E						
39	I try to relax whenever I feel afraid of using SL.	O 1	O 2	O 3	O 4	O 5
40	I encourage myself to speak SL even when I am afraid of making a mistake.	O 1	O 2	O 3	O 4	O 5
41	I give myself a reward or treat when I do well in SL.	O 1	O 2	O 3	O 4	O 5
42	I notice if I am tense or nervous when I am studying or using SL.	O 1	O 2	O 3	O 4	O 5
43	I write down my feelings in a language learning dairy.	O 1	O 2	O 3	O 4	O 5
44	I talk to someone else about how I feel when I am learning SL.	O 1	O 2	O 3	O 4	O 5
45	If I do not understand something in SL, I ask the other person to slow down or say it again.	O 1	O 2	O 3	O 4	O 5
46	I ask SL speakers to correct me when I talk.	O 1	O 2	O 3	O 4	O 5
47	I practice SL with other students.	O 1	O 2	O 3	O 4	O 5
48	I ask for help from SL speakers.	O 1	O 2	O 3	O 4	O 5
49	I ask questions in SL.	O 1	O 2	O 3	O 4	O 5
50	I try to learn about the culture of SL speakers.	O 1	O 2	O 3	O 4	O 5

Appendix 7: Strategy Inventory for Language Learning (SILL) (Turkish)

Bu dil öğrenimi için strateji envanteri ikinci dil öğrencileri içindir. Lütfen her bir ifadeyi okunuz ve İFADENİN NE KADAR DOĞRU olduğunu gösteren cevap baloncuğunu işaretleyiniz (1,2,3,4 yada 5).

Bana göre;

1. Hiçbir zaman ya da neredeyse hiçbir zaman doğru değil
2. Genellikle doğru değil
3. Biraz doğru
4. Genellikle doğru
5. Her zaman ya da genellikle her zaman doğru

İfadeleri sizi en iyi tarif eden biçimde işaretleyiniz. Nasıl olmanız gerektiğine göre ya da başka kişilerin nasıl yaptığına göre değil. Bu ifadelere herhangi bir doğru ya da yanlış cevap bulunmamaktadır.

BÖLÜM A						
1	Yabancı dilde yeni öğrendiklerimle daha önceden bildiklerim arasında ilişki kurmaya çalışırım.	O 1	O 2	O 3	O 4	O 5
2	Yeni öğrendiğim kelimeleri hatırlayabilmek için birer cümlede kullanırım.	O 1	O 2	O 3	O 4	O 5
3	Öğrendiğim kelimeyi hatırlamak için zihnimde görüntüsü ile okunuşunu birleştiririm.	O 1	O 2	O 3	O 4	O 5
4	Öğrendiğim bir kelimeyi hatırlamak için zihnimde o kelimeyi kullanılabileceğim bir durum tasarlarım.	O 1	O 2	O 3	O 4	O 5
5	Yeni kelimeleri hatırlamak için kafiye kullanırım.	O 1	O 2	O 3	O 4	O 5
6	Öğrendiğim kelimeleri hatırlamak için flaş kart kullanırım.	O 1	O 2	O 3	O 4	O 5
7	Yeni kelimeleri fiziksel olarak canlandırırım.	O 1	O 2	O 3	O 4	O 5
8	Sık sık yabancı dil dersinde öğrendiklerimi tekrarlarım.	O 1	O 2	O 3	O 4	O 5
9	Yeni kelimeleri ya da kalıpları kitaptaki yerlerini veya tahtadaki yerlerini veya yol levhalarından hatırlamaya çalışarak aklımda tutarım.	O 1	O 2	O 3	O 4	O 5

BÖLÜM B						
10	Yeni kelimeleri birkaç kez söylerim ya da yazarım.	O 1	O 2	O 3	O 4	O 5
11	Yabancı dil ana dili olanlar gibi konuşmaya çalışırım.	O 1	O 2	O 3	O 4	O 5
12	Yabancı dildeki sesleri tekrarlarım.	O 1	O 2	O 3	O 4	O 5
13	Yabancı dildeki kelimeleri bildiğim başka şekillerde kullanırım.	O 1	O 2	O 3	O 4	O 5
14	Yabancı dilde diyalog başlatırım.	O 1	O 2	O 3	O 4	O 5
15	Yabancı dilde TV programları veya filmler izlerim.	O 1	O 2	O 3	O 4	O 5
16	Keyif için yabancı dilde kitaplar vs. okurum.	O 1	O 2	O 3	O 4	O 5
17	Yabancı dilde notlar, mesajlar, mektuplar veya raporlar yazarım.	O 1	O 2	O 3	O 4	O 5
18	Yabancı dilde yazılmış bir parçayı önce gözden geçirim, daha sonra başa dönerek dikkatlice okurum.	O 1	O 2	O 3	O 4	O 5
19	Kendi dilimde, yabancı dilde öğrendiğim yeni kelimelere benzer kelimeler bulmaya çalışırım.	O 1	O 2	O 3	O 4	O 5
20	Yabancı dilde parçaları birleştirmeye çalışırım.	O 1	O 2	O 3	O 4	O 5
21	Yabancı dilde bir kelimenin anlamını, kelimeyi anladığım iki parçaya ayırarak bulmaya çalışırım.	O 1	O 2	O 3	O 4	O 5
22	Kelimesi kelimesine tercüme yapmamaya çalışırım.	O 1	O 2	O 3	O 4	O 5
23	Yabancı dilde okuduklarımı yada dinlediklerimi özetlemeye çalışırım.	O 1	O 2	O 3	O 4	O 5
BÖLÜM C						
24	Aşina olmadığım kelimelerin anlamlarını tahmin etmeye çalışırım.	O 1	O 2	O 3	O 4	O 5
25	Konuşma sırasında bir kelimeyi hatırlayamadığımda vücut	O	O	O	O	O

	dilimi kullanmaya başlarım.	1	2	3	4	5
26	Yabancı dilde doğru kelimeleri bilmediğim zaman yeni kelimeler uydururum.	O 1	O 2	O 3	O 4	O 5
27	Okurken her yeni kelimenin anlamına sözlükten bakmam.	O 1	O 2	O 3	O 4	O 5
28	Yabancı dilde konuşurken karşımdaki kişinin bir sonraki söyleyeceğini tahmin etmeye çalışırım	O 1	O 2	O 3	O 4	O 5
29	Aklıma bir kelime gelmezse, onun yerine, aynı anlama gelen başka bir kelimeyi veya ifadeyi kullanırım.	O 1	O 2	O 3	O 4	O 5
BÖLÜM D						
30	Yabancı dilimi kullanabilmek için mümkün olduğunca çok yol ararım.	O 1	O 2	O 3	O 4	O 5
31	Yabancı dildeki hatalarımın farkına varırım ve kendimi düzeltmeye çalışırım.	O 1	O 2	O 3	O 4	O 5
32	Birisi yabancı dilde konuşurken dikkatle dinlerim.	O 1	O 2	O 3	O 4	O 5
33	Daha iyi bir yabancı dil öğrencisi olmaya çalışırım.	O 1	O 2	O 3	O 4	O 5
34	Yabancı dil çalışmaya yeteri kadar zaman bulabilmek için işlerimi planlarım.	O 1	O 2	O 3	O 4	O 5
35	Yabancı dilde konuşabileceğim kişiler bulmaya çalışırım.	O 1	O 2	O 3	O 4	O 5
36	Yabancı dilde mümkün olduğunca çok okuyabilmek için fırsat bulmaya çalışırım.	O 1	O 2	O 3	O 4	O 5
37	Yabancı dil becerilerimi geliştirmek için kesin hedeflere sahibim.	O 1	O 2	O 3	O 4	O 5
38	Yabancı dil öğrenme gelişimimi değerlendiririm.	O 1	O 2	O 3	O 4	O 5
BÖLÜM E						
39	Yabancı dil kullanmaya ne zaman korksam rahatlamaya çalışırım.	O 1	O 2	O 3	O 4	O 5
40	Hata yapmaktan korktuğum zaman bile kendimi yabancı dil konuşmak konusunda cesaretlendiririm.	O 1	O 2	O 3	O 4	O 5

41	Yabancı dilde başarılı olduğum zaman kendimi ödüllendiririm.	O 1	O 2	O 3	O 4	O 5
42	Yabancı dili kullandığım zaman veya yabancı dile çalıştığım zaman gergin olduğumun farkına varırım.	O 1	O 2	O 3	O 4	O 5
43	Duygularımı bir dil öğrenme günlüğüne yazarım.	O 1	O 2	O 3	O 4	O 5
44	Yabancı dil öğrenirken hissettiklerimi başka bir kişi ile konuşurum.	O 1	O 2	O 3	O 4	O 5
BÖLÜM F						
45	Yabancı dilde bir şeyi anlamadığım zaman karşımdaki kişiye tekrarlamasını veya yavaşlamasını söylerim.	O 1	O 2	O 3	O 4	O 5
46	Yabancı dili bilen kişilerden konuştuğum zaman beni düzeltmelerini isterim.	O 1	O 2	O 3	O 4	O 5
47	Diğer öğrencilerle yabancı dilde pratik yaparım.	O 1	O 2	O 3	O 4	O 5
48	Yabancı dili bilen kişilerden yardım isterim.	O 1	O 2	O 3	O 4	O 5
49	Yabancı dilde sorular sorarım.	O 1	O 2	O 3	O 4	O 5
50	Yabancı dili konuşan kişilerin kültürlerini öğrenmeye çalışırım.	O 1	O 2	O 3	O 4	O 5

Appendix 8: Demographic Questionnaire (Turkish)

1- Takma İsim:

2- Öğrenim Görülen Programın Adı:

3- Sınıf:

4- Cinsiyet:

5- Yaş:

6- Doğum Yeri:

7- Kaç yıldır İngilizce eğitimi alıyorsunuz?

8- İngilizce dil becerilerinizi nasıl değerlendirirsiniz? (Lütfen " X " ile işaretleyiniz.)

	ZAYIF	ORTA	İYİ	ÇOK İYİ
KONUŞMA				
DİNLEME				
YAZMA				
OKUMA				

9- İngilizce öğreniminiz; (Lütfen " X " ile işaretleyiniz.)

	EVET	HAYIR
Sadece resmi yollara dayanmaktadır (sınıf ortamında İngilizce dersleri)		
Resmi olmayan yollara da başvurursunuz (İngilizce konuşma gruplarına katılma, sosyal medya aracılığı ile yazışma, aile ortamında edinme)		

10-İngilizce dil becerilerinizi geliştirmek için özel ders aldınız mı? (Lütfen " X " ile işaretleyiniz.)

EVET	
HAYIR	

Appendix 9: Araştırma Yapılan Kurumdan Izin Talap Yazısı

KARADENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Belirsizlik toleransının öğrencilerin anksiyetleri, kaygıları ve dil öğrenme strateji tercihleri ile olan ilişkisinin incelendiği yüksek lisans tezim kapsamında okulunuz Sivil Havacılık Kabin Hizmetleri, Sivil Hava Ulaştırma İşletmeciliği ve Uçak teknolojisi programlarında öğrenim gören ikinci sınıf öğrencilerine ekte yer alan anketleri uygulayabilmem adına gerekli izinlerin verilmesini arz ederim.

28. 11. 2019

ASLIHAN AKSOY

Ekler: Second Language Tolerance of Amgity Scale

Foreign Language Classroom Anxiety Scale

Strategy Inventory for Language Learning

Appendix 10: Araştırma Yapılan Kurumun İzin Yazısı

KAPADOKYA ÜNİVERSİTESİ
Akıl - Ahlak - Adalet - Adap

Sayı : 74551243-799.99-23843
Konu : Anket Talebi Hk.

04/12/2018

Sayın Aslıhan Aksoy,

İlgi : 28.11.2018 tarihli yazınız,

İlgi yazınızla Üniversitemiz Kapadokya Yerleşkesi Havacılık programları ikinci sınıf öğrencilerine "Belirsizlik Toleransı ile Öğrencilerin Cinsiyeti, Kaygı Düzeyleri ve Dil Öğrenme Stratejisi Tercihleri Arasındaki İlişkinin İncelenmesi" konulu anketinizi, belirttiğiniz programlar kapsamında gerçekleştirmeniz uygun görülmüştür.

Bilgilerinize rica ederiz.

Prof. Dr. Vesile ŞENOL
Rektör Yardımcısı

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Place of Birth	**:**	Adana
Marital Status	**:**	Single

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08-2012/08-2017 Instructor, İlke Education and Welfare Foundation, Cappadocia Vocational School, Ürgüp, Nevşehir

05-2008/11-2010 Flight Attendant, Emirates Airlines, Dubai-BAE

10-2005/05-2008 Executive Assistant, Kayı Group, Antalya

05-2004/08-2005 Flight Attendant, Free Bird Airlines, Antalya

06-2002/01-2004 Product and Import Manager, Renal-Ege A.Ş., İzmir

12-2000/06-2002 English Instructor, Ank. Üni. Tömer, Bursa

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Bachelor of English Language Teaching, Selçuk University, 1996-2000

Alanya High School, 1993-1996

TRAININGS

2012 - Load Control and Balance - 1 & 2, THY A.O.

2012 - Aviation Security, Cappadocia Vocational School

2012 - Safety Management Systems, Cappadocia Vocational School

2012 - EASA PART 66/1147, Cappadocia Vocational School

2012 - MODUL 9- Human Factors, Cappadocia Vocational School

2008 - General Safety and Emergency Procedures, Emirates Airlines (Aircraft Types - B777-200/300, A330-200, A340-300, A340-500, A380-800)

Aviation Security

Aviation First Aid and CPR

Crew Resource Management

2005 - General Safety and Emergency Procedures, Free Bird Airlines

(Aircraft Types - MD 83, A320, B737-400)

2011 - E-Foreign Trade Speacialist, YORKTRADE, Istanbul

2005 - Meeting and Time Management, ATSO, Antalya

2003 - Export and Import Applications - Dokuz Eylül Uni. ATMER - İzmir

2003 - Computer Based Accounting - (M.E.B.) MAGEM A.Ş. - İzmir

COMPUTING SKILLS

MS Office (Word , Excel , Outlook Express , Power Point)