Ambiguity tolerance towards learning English as a foreign language and accuracy of oral speech

Ghadah Al Murshidi [a,1,*], Zalik Nuryana [b,2]

[a] Curriculum and Instruction Department, College of Education, United Arab Emirates University, United Arab Emirates
[b] Department of Islamic Education, Universitas Ahmad Dahlan, Indonesia
[1] g_almurshidi@uaeu.ac.ae *; [2] zalik.nuryana@pai.uad.ac.id;
* corresponding author

ARTICLE INFO

Received 2023-11-24
Revised 2024-03-24
Accepted 2024-04-05
Published 2024-04-30

Keywords
Ambiguity Tolerance
English as a Foreign Language
Learners Anxiety Level
Accuracy of Oral Speech
Choice of language learning strategies

ABSTRACT

All languages contain inherent ambiguities, and foreign language learners often encounter various uncertainties when learning a new language. Ambiguity tolerance is a crucial personality trait that can significantly influence the foreign language learning process. Over time, ambiguity tolerance has gained importance due to its impact on different aspects of language learning. This study investigates the relationship between ambiguity tolerance, the optimal choice of language learning approaches, and the degree of anxiety in learning English as an additional foreign language. The research was conducted with graduate and undergraduate students from the United Arab Emirates University, specifically those studying in the education field and enrolled in an English foreign language learning course. A quantitative Google survey was administered, gathering data from 270 students, which was subsequently analyzed using SmartPLS 3. The results revealed that ambiguity tolerance is negatively associated with students' anxiety levels and positively correlated with their choice of language learning strategies, ultimately enhancing their oral speech accuracy. This study offers valuable insights for academicians to design strategies that promote ambiguity tolerance among learners, thereby boosting their motivation and reducing anxiety levels. It also contributes significantly to the body of knowledge for researchers in this field.

1. Introduction

Learning a foreign language has never been easy for a learner, as it requires passion and determination. This learning process starts with an ambiguous situation that slowly changes into comfort and becomes an actual acquisition [1]. Learners have to face various tentative challenges in different stages. Many types of research have previously focused on learner attributes such as gender, anxiety, ambiguity tolerance, and language learning approaches. Nowadays, learning English is well-thought-out as most important worldwide as it renovates the students' academic and professional lives [2]. Learners usually feel ambiguity when they learn a foreign language as they consider the situation different and challenging [3]. During this EFL learning process, learners encounter various ambiguities such as vocabulary and pronunciation issues [4]. The degree of ambiguity tolerance helps the learners to cater to these vague issues. Frenkel-Brunswick originated the idea of ambiguity tolerance (AT), which refers to the willingness to understand, contend with and deduce the meaning from ambiguous information [5]. Recently, "tolerance of ambiguity" has been the emerging intention of several scholars in terms of EFL. In the past, tolerance of ambiguity (TOA) has been related to various outcomes such as willingness to communicate, learner's anxiety and the accuracy in oral speech, listening comprehension, English proficiency, language learning strategies (LLS), *etc*. [1], [4], [6]–[9]. However, significantly fewer studies focused upon the effect of ambiguity tolerance on other variables, i.e. accuracy of oral speech [8]. Recent research has instigated future researchers to work

on how ambiguity tolerance affects distinct outcomes [1], [3], [7]. This study wants to explore the impact of TOA on the precision of verbal speech during in EFL process.

Contemporary studies also ask researchers to investigate such mechanisms by which ambiguity tolerance affects other outcomes [9], [10]. Various factors hinder the foreign language learning process. The main factor is anxiety while learning a foreign language [10]. Therefore, this study uses the anxiety level of learning as a mediator in the association between ambiguity tolerance and oral speech accuracy. Students have to face anxiety in foreign language learning [11], because of the complex situation and novel phenomenon. Several studies have researched anxiety; while learning a second language [1]–[3], [11], [12]. The uneasiness and hesitancy felt when learning a new language Horwitz *et al.*, [13]. Almost everyone has to face anxiety, but the level may differ depending on their tolerance for ambiguity. Moreover, language learning strategies (LLS) are another imperative factor while learning a foreign language that positively influences the accuracy of oral speech. LLS has received researchers' attention [14]–[16]. These studies resulted that effective language learning strategies predicted a constructive effect on language know-how as by employing these strategies, students can learn a foreign language more comprehensively. These strategies help the students know what to learn and how to learn [17]. Various strategies may ease the whole learning process, but it depends upon the learner which strategy they use and how effective that is. Thus, choosing an effective strategy is the main thing for a learner that helps them grasp a foreign language study. In line with past studies, the current study wants to scrutinize the effect of choice of LLS on the precision of oral speech.

The extant work contributes to EFL literature in various ways. First, it examines the effect of ambiguity tolerance on a unique outcome, i.e. learner's accuracy of oral speech. Second, it enhances the present research on EFT by introducing two mechanisms of anxiety level of learning English and learner's choice of language learning strategies. Third, it will also determine the direct effects between these constructs as it will explore the impression of ambiguity tolerance on the anxiety level of learning EFL and learners' choice of LLS. As well as it will also scrutinize the effect of the anxiety level of learning English and learner's choice of language learning strategy on the accuracy level of their oral speech. In summary, this study extends the EFL literature by suggesting two mediators (anxiety level of learning EFL and learner's choice of language learning strategies) between ambiguity tolerance and learner's accuracy of oral speech. As a result, the following questions are addressed in this study: (1) Does ambiguity tolerance has its effect on the accuracy of oral speech?; (2) Does ambiguity tolerance associate with an anxiety level of learning EFL?; (3) Is ambiguity tolerance associated with learner's choice of LLS?; (4) Is the anxiety level of learning EFL associate with the accuracy of oral speech?; (5) Does the learner's choice of LLS linked with the accuracy of oral speech?; (6) Does the anxiety level of learning EFL mediate the relationship between ambiguity of tolerance and precision of verbal speech?; (7) Does the learner's choice of language strategies mediate the relationship between ambiguity of tolerance and precision of oral speech?

2. Literature Review

2.1. Ambiguity tolerance and accuracy in oral speech

At first, ambiguity tolerance was defined by Frenkel-Brunswick as "a general personality variable relevant to basic social orientations" [18]. Later in a review of ambiguity tolerance [5], it was discussed that when an individual faces an ambiguous situation, he interpret that situation and make information from it. Ely was the first scholar who described this construct as a cognitive variable and referred to apply in SLL [19]. Past studies indicated the positive effect between ambiguity tolerance and performance in learning the second language. A study Chang, inspected the link between tolerance level of ambiguity and learning English with computer-mediated dictionaries [20]. Moreover, the affiliation between ambiguity tolerance and learning approaches were tested [21]. Similarly, Trabanco considered the relationship between tolerance for ambiguity and listening comprehension [6], [22]. By keeping in mind the discussed relationships, we believe that ambiguity tolerance relates to the accuracy of oral speech. Accuracy in oral speech is an important feature that determines the learner's oral output and how much he can produce that language [8]. Further, it was described that accuracy in oral performance is hard to achieve because it depends upon various factors such as affective, social constructs and cognitive, i.e. anxiety, attention, and power relationship that depends upon understanding and ambiguity tolerance. As a result, the low ambiguity tolerance level may negatively affect students' learning. Past studies concluded that moderated ambiguity tolerance level has a more

positive effect on learning proficiency than a high or low level. In light of past literature, we add to the line of inquiry by examining the effect of ambiguity tolerance on accuracy in oral speech. Thus, we hypothesize the following: Hypothesis 1: Ambiguity tolerance is positively corrleated with the accuracy of oral speech.

2.2. Ambiguity tolerance and Anxiety level of EFL learning English as a foreign language (EFL)

Genc research examined that ambiguity tolerance is the strong interpreter of foreign language reading anxiety levels [3]. The study resulted that learners face ambiguity while learning the English language and consider this situation as discomfort, which makes their reading anxiety higher, particularly with female scholars. Learning English as an additional foreign language (EFL) is the first and foremost difficulty for students as they face many hitches while learning [23]. Anxiety mainly arises while instructing and learning EFL [11]. Since the mid-1960s degree of anxiety for learning a language has been the focus of many researchers. Horwitz *et al.* explained this phenomenon as complexity in self-beliefs, emotions, and conducts relevant, especially during language learning in the classroom [13]. At the same time, Foreign language anxiety (FLA) denotes tension and uneasiness related feelings, especially when a person learns a second language [24]. When employees do not have tolerance for ambiguity, it may lead them to a stressful situation and ultimately affect their learning outcomes [4]. A good level of ambiguity tolerance helps the learner in overcoming complex situations quickly. Accordingly, here we assume that ambiguity tolerance will impact the anxiety level of EFL in such a way that learners who have high ambiguity tolerance levels will face less anxiety and vice versa. Thus it is hypothesized; Hypothesis 2a: Ambiguity tolerance is negatively associated with anxiety level of learner's EFL.

2.3. Ambiguity tolerance and Learner's choice of language strategies

Language learning strategies (LLS) refer to learner choice to make learning easier, practical, attractive [25]. For more than the past four decades, language learning strategies (LLS) construct received wide attention by many researchers [15], [16], [26]–[32]. With the development of the LLS phenomenon, researchers [25], [33], distributed it into four sets (metacognitive, cognitive, social, and affective). Moreover, Schunk considered that learners with high ambiguity tolerance levels use cognitive strategies more frequently [34]. Also, learners' choice of language strategies depends upon various factors such as motivation and self-beliefs [35]. Based on these assumptions, we assume that students' who can tolerate ambiguous situations effectively will select accurate strategies that will help them in the learning process [4]. The level of tolerance for ambiguity may impact language learning strategies [9]. The learners who have intuitive personality types are more tolerant of ambiguity and make effective learning strategies [36]. LLS defend the learner from threats and complexity faced while learning a foreign language. Various studies [37], [38], discussed that high ambiguity tolerant learners utilize strategies that make their learning achievable. Ely examined the relationship between learners' ambiguity tolerance and choosing language learning strategies, and the study resulted that high ambiguity tolerance individuals use mental image techniques while learning [19]. Aksoy and Şahinkarakaş also examined the association between tolerance for ambiguity and choosing a strategy related to language learning [1]. Here, it is hypothesized that: Hypothesis 2b: Ambiguity tolerance is positively associated with learner's choice of language strategies.

2.4. The anxiety level of EFL and accuracy of oral speech

Machmud & Abdulah discussed that anxiety is the main problem while learning EFL [11]. Various studies explored the connection between anxiety level while learning a foreign language and learning performance [13]. Further, MacIntyre & Gardner asserted that international language anxiety is the sense of rigidity, difficulty in understanding the language, including learning, speaking, and listening [24]. Three types of FLA impact individuals learning, i.e. communication anxiety, test apprehension, and fear of negative evaluation. Past studies have widely discussed the relationship between foreign language anxiety and language performance, which resulted in the negative affiliation between foreign language anxiety and learning outcome [12]. Foreign language anxiety may restrain the individual from learning a second language. Past studies revealed that when the degree of anxiety is higher, performance tends to decrease. Bensalem found the prominent adverse effect of FLA on language performance, and they examined that both males and females have the same level of anxiety [12]. Further, foreign language anxiety has detrimental effects on students learning and oral productions [10]. However, few studies also determined that anxiety positively influences learning as people take this anxiety as a challenging situation. Thus, after reviewing the literature, we assume the negative

influence of anxiety on the accuracy of oral speech; it is hypothesized that: Hypothesis 3: Anxiety level of learning English as a foreign language is negatively related with the accuracy of oral speech.

2.5. LLS and accuracy of oral speech

Individuals use various effective strategies when learning to achieve their ultimate goal [39]. We assume that choosing various language learning strategies positively impacts the precision of oral speech as when he utilizes a good strategy in learning, and his communication skills become effective. Recently, language learning strategies as a construct gained considerable attention by many researchers [14]–[16], [30], [31], [40]. These studies examined the learner's view about approaches that make learning development desirable and accessible. Past studies [14], argued that a strategy works effectively only if combined with another strategy, which means strategies work in clusters and chains. By utilizing language learning strategies (LLS), the process of learning becomes easier [29]. The language learning strategies may motivate a person and make him responsible for learning a foreign language [41]. A good strategy makes a learner in achieving his goals. It is suggested that having a sound strategy awareness can positively affect the learner's language proficiency. Based on these past studies, we believe that having a sound strategy will make the learning process desirable and ultimately positively influence the performance, i.e. accuracy of oral speech in the current study. Thus it is hypothesized that: Hypothesis 4: Learner's choice of language learning strategies is associated positively with the accuracy of oral speech.

2.6. The anxiety level of learning EFL as a mediator in ambiguity tolerance and accuracy of oral speech

It has been discussed that a learner's anxiety level tends to be lessened when he/she has more tolerance for ambiguity as the learner takes an ambiguous situation more desirable. Various studies probed the impact of language performance and anxiety [42]. The primary literature demonstrates the antagonistic relation between anxiety levels and language learning [12], [42]. As anxiety harms the learner's motivation [43], it will further have adverse effects on the learner's performance in the form of the accuracy of oral speech. It is obvious that learner performs poorly in a foreign language when they are anxious. The degree of anxiety for students while communicating in English as a foreign language affects their performance [10], [44], [45]. Further studies also showed that various other factors play a part in the anxiety of learning a foreign language and the performance. For example, individuals with a good tolerance level regarding ambiguity have to face low anxiety, which makes their learning better [4]. Based on these studies, we assume that when a student has a high level of ambiguity tolerance, which means he considers learning English a desirable situation, he will face less anxiety level. As we discussed, low anxiety levels may enhance learning performance [42]. Thus anxiety level of learning will mediate the relationship of ambiguity tolerance and accuracy of oral speech. Here, it is hypothesized that: Hypothesis 5: Anxiety level of learner's learning English as a foreign language (EFL) mediates the relationship of ambiguity tolerance and the accuracy of oral speech.

2.7. Learner's choice of language strategies as a mediator in ambiguity of tolerance and accuracy of oral speech

Past studies resulted that a learner is closer to achieving success and performs well when he/she uses a good variety of strategies for learning the language [14], [15], thus making the accuracy of oral speech easier. In a recent review [15], on language learning strategies, the author described that a learner uses various strategies flexibly and creatively and sometimes forms a chain of various strategies to attain the best results. He further examined that complexity in learning another language makes the strategy choice more difficult, as proposed by the current study. These strategies are considered efficient in making learning easier if used consciously [29]. Cohen and Wang examined how language learners select and use strategy in the performance of a given task, and they also assumed that learner never uses a single strategy at a time as he makes the combination of strategies [14]. Moreover, an exploratory study, Alzub *et al*, conceptualized that language learning strategy mediated by smartphones will positively affect language autonomy when learning a foreign language [17]. Alhaysony investigated the LLS and factors affecting learning strategy choice, and he raised the question of which strategy is used mainly by a student in learning EFL [41]. Further, students widely selected metacognitive and societal related strategies [39]. Based on past literature, this study now presents that ambiguity tolerance level will positively impact learners' choice of language strategies as the students who have high ambiguity tolerance level will make a great choice of language strategy/strategies which will positively affect their accuracy of oral speech. Therefore it is

hypothesized that: Hypothesis 6: Learner's choice of language approaches mediates the relationship of ambiguity of tolerance and the accuracy of oral speech. Fig. 1 shows the practical framework of this research.

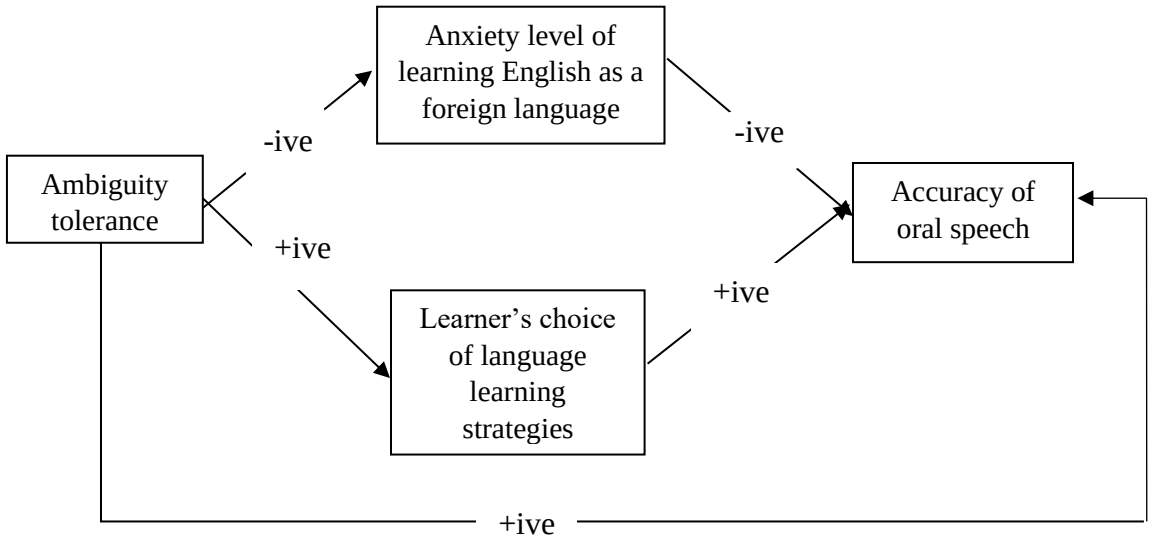

Fig. 1. Theractical framework of the study

3. Method

The current study is related to the survey approach intended to examine the relationship between ambiguity tolerance, the EFL learner's anxiety level, choice of language learning strategies, and accuracy of oral speech.

3.1. Participants and procedure

Quantitative methodology was adopted in the current study to collect data from the respondents. A Google survey was conducted in which a survey questionnaire consisted of the two main segments, i.e. demographic information of the respondents and items of study constructs, were distributed among 400 students of different universities in the UAE. The students were mainly targeted based on their enrollment in English as a foreign language class. Ambiguity tolerance level for learning English and its association with other study variables (anxiety level, choice of LLS, and accuracy of oral speech) amongst males and female students of different levels (graduates and undergraduates) was examined. Three hundred ten questioners were received back after multiple reminders. Out of these 310 responses, 270 responses were included in the further analysis after careful scrutiny, and 40 were not included as they were either with missing values or unengaged responses. Therefore, the total response rate was 67.5%.

3.2. Measurement

- *Ambiguity Tolerance.* In order to inspect the students' level of ambiguity tolerance for learning English, we used Ely's [19] scale that measures the second language tolerance of ambiguity containing 12 items. This scale is widely used in previous studies to calculate EFL learners' tolerance for ambiguity. The response from respondents is valued upon 4 points "Likert scale ranging if strongly disagree (1) to strongly agree denotes (4)". The sample of study items is "It bothers me that I do not understand everything the teacher says in English" and "When I am speaking in English, I feel uncomfortable if I cannot communicate my idea clearly."
- *The anxiety level of learning English as a foreign language.* The instrument reflects the degree of anxiety among students in EFL class established by Horwitz *et al*. named a Foreign language classroom anxiety scale [13]. The scale consists of 11 items ranging from strongly disagree (1) to strongly agree (5). The sample items to measure this scale are "I tremble when I know that I will be called on in English class" and "Even if I am well prepared for a language class, I feel anxious about it."
- *Learner's choice of language learning strategies.* To measure this construct, strategy inventory for the "language learning" (SILL) scale is used, which was established by Oxford [25]. It is 9

items scale anchored upon Never (1) to always (5). Sample items to measure this are "I use new English words in a sentence so that I can remember them." and "I use flashcards to remember new English words."

- *Accuracy of Oral Speech.* The accuracy of the oral speech scale was chosen by Kabooha [46]. The scale consists of 6 items ranging from strongly disagree (1) to strongly agree (5). Sample items to measure this are "I can apply new vocabularies in practice. While speaking English" and "I can apply correct pronunciation due while speaking English".

4. Results and Discussion

4.1. Demographic Characteristics of the Respondents

Out of a total of 270 pupils, the majority (79%) were female, and just 21% were male. The reason for this is because, in the UAE, most males start working at an early age while women prefer to study more. The majority of the respondents were young, with 64 per cent aged 20 to 30, while 31 per cent are within 31 and 40, and just 5% being beyond the age of 41. In all, 67 per cent of respondents were pursuing an undergraduate degree, 28 per cent were pursuing a graduate degree, and 5% were pursuing a postgraduate degree.

4.2. Results of the General Questions

1) Data analysis

The descriptive result in this research was complete using SPSS25, and the structural equation modelling (SEM) analysis was done with SmartPLS3. The ANOVA findings in SPSS indicated that the students' gender and educational level had a positive influence on the dependent variable, thus these demographic factors were controlled throughout the rest of the study. An independent t-test was conducted as suggested by Armstrong and Overton to check for nonresponse bias and to determine substantial variance among the responses received [47]. The findings indicated no statistically significant variance among the means. The SEM method was utilised to evaluate the entire model using partial least squares (PLS), SmartPLS 3. Anderson and Gerbing suggested a two-stage analytical approach, which implemented in this study [48]. The measurement model was examined first, followed by structural model testing of expected relationships, to validate the instruments. CFA performed using "Smart PLS 3" to evaluate the psychometric features of the measures, Fig. 3 shows the full structural model. According to Henseler, Ringle, and Sinkovics, "Cronbach's" and "composite reliability (CR)" incorporated to investigate reliability measure [49]. The same measurement was used in previous researchers for instance, Mansoor, Fatima, and Ahmed [50] and Sarstedt and Cheah [51]. The reliability of measures is revealed in Table 1 using Cronbach's and CR values. Fig. 2 shows the Full Measurement Model.

Table 1. Reliability, and validity of the study constructs

Constructs/ indicators	AVE	CR	Sq. root AVE	Cronbach's α
Ambiguity Tolerance	0.606	0.890	0.778	0.881
Anxiety Level of Learning EFL	0.513	0.877	0.716	0.843
Learners Choice of Lanugae Learning strategie	0.667	0.901	0.816	0.894
Accuracy of Oral Speech	0.593	0.883	0.770	0.867

"Note: CR, composite reliability; AVE, average variance extracted"

Henseler, Ringle, and Sarstedt asserted that when using smart PLS, the Heterotrait-Monotrait (HTMT) ratio is utmost reliable indication of discriminant validity [49]. As shown in Table 2, the HTMT ratio criteria must be within 0.9.

Table 2. HTMT result

Items	Mean	SD.	1	2	3	4
Ambiguity Tolerance	3.89	0.039	-			
Anxiety Level of Learning EFL	4.21	0.043	0.540	-		
Learners' Choice of Lanugae Learning strategie	3.77	0.51	0.590	0.614	-	
Accuracy of Oral Speech	4.03	0.30	0.656	0.716	0.748	-

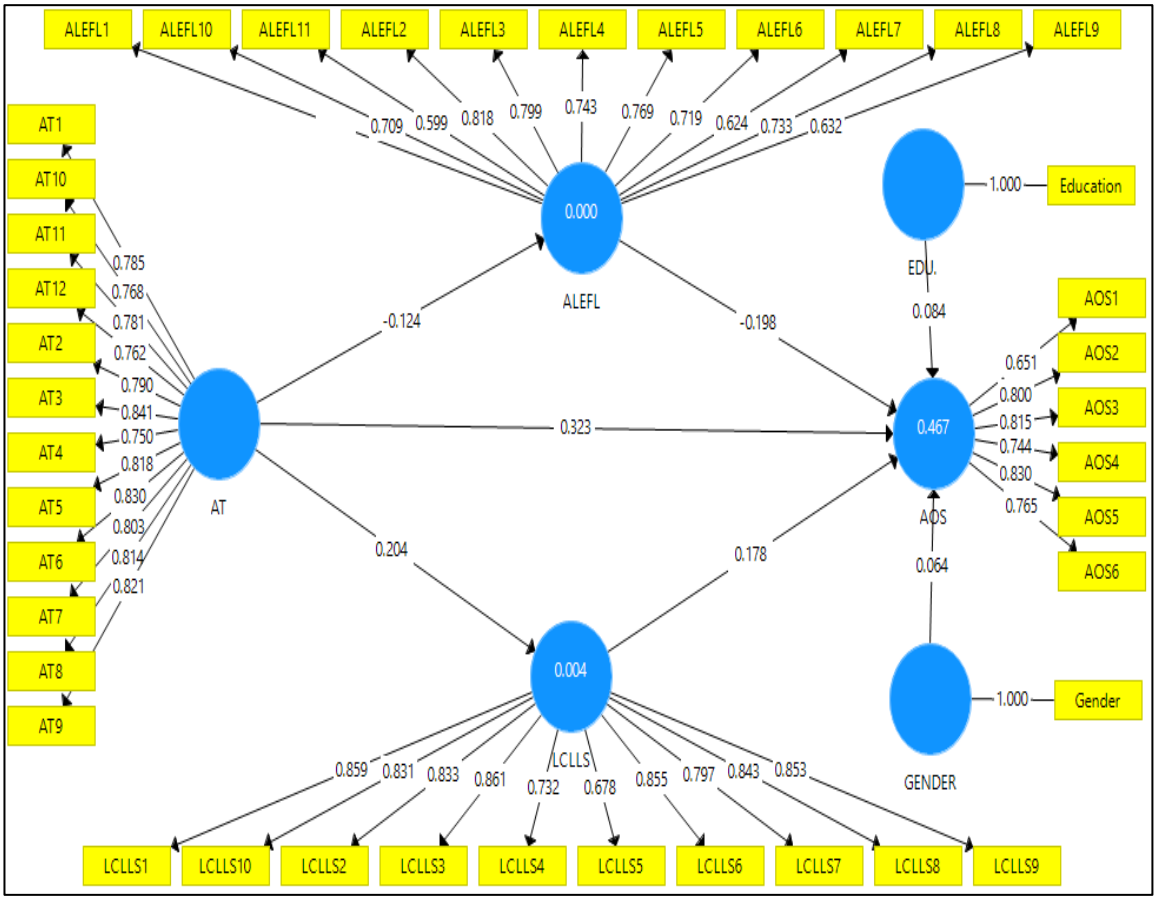

Fig. 2. Full Measurement Model

2) Hypothesis Testing

The structural routes were evaluated using the bootstrapping approach. 500 subsamples were utilised to test the hypothesis. The β value, *t-value,* and *p-value* were used to corroborate the predicted findings. While the "Coefficient of Determination" was used to assess overall model fitness or change (R^2).

- *Direct hypothesis:* Table 3 shows that ambiguity tolerance is significant positively linked to oral speech accuracy (ß =.323***, t=5.450) and learners' choice of language learning strategy (ß =.204***, t=3.874), as well as being negatively related to anxiety levels; while, learning language (ß = -.124**, t=2.521). The results described the amount of anxiety allied with learning English as a foreign language is adversely and substantially linked to oral speaking correctness (ß = -0.198***, t=3.537). The findings, on the other hand, showed that a learner's choice of lanugae learning strategy is positively and substantially related to oral speaking correctness (ß = 0.178**, t=3.154). However, based on the generated results hypotheses H(1), H(2), H(3), H(4), and H(5) are substantially accepted.
- *Mediating Hypothesis:* The mediation hypothesis H6 was supported by the study's results, as shown in Table 3. In the presence of anxiety levels associated with learning English as underlying processes, an indirect impact of ambiguity tolerance on oral speech accuracy was discovered with values (B=0.211***, t= 4.023). Similarly, H7 was proven to be true because an indirect and positive influence of ambiguity tolerance on oral speech accuracy was discovered in the presence of learners' choice of linguistic learning strategy as underlying mechanisms with values (B=0.209***, t= 3.970). The findings were also validated by a rigorous "two-tailed significance test assuming a normal distribution". Furthermore, lower limit and upper limit confidence intervals had non-zero values, indicating that the findings were significant. These findings suggest that mediation hypotheses 6 and 7 are correct.

Table 3. Hypothesis Testing Results

	Variable	β	t-statistics	P.value	Findings
H1	AT → AOS	0.323	5.450	0.000	Accepted
H2	AT→ALEFL	-0.124	2.521	0.021	Accepted
H3	AT→LCLLS	0.204	3.874	0.000	Accepted
H4	ALEFL→AOS	0-.198	3.537	0.000	Accepted
H5	LCLLS →AOS	0.178	3.154	0.010	Accepted
H6	AT → ALEFL→AOS	0.211	4.023	0.000	Accepted
H7	AT → LCLLS →AOS	0.209	3.970	0.000	Accepted

Where; *AT= Ambiguity Tolerance; ALEFL= Low Anxiety Level of Learning English as a Foreign Language; LCLLS = Learners Choice of Lanugae Learning strategie; AOS = Accuracy of Oral Speech*

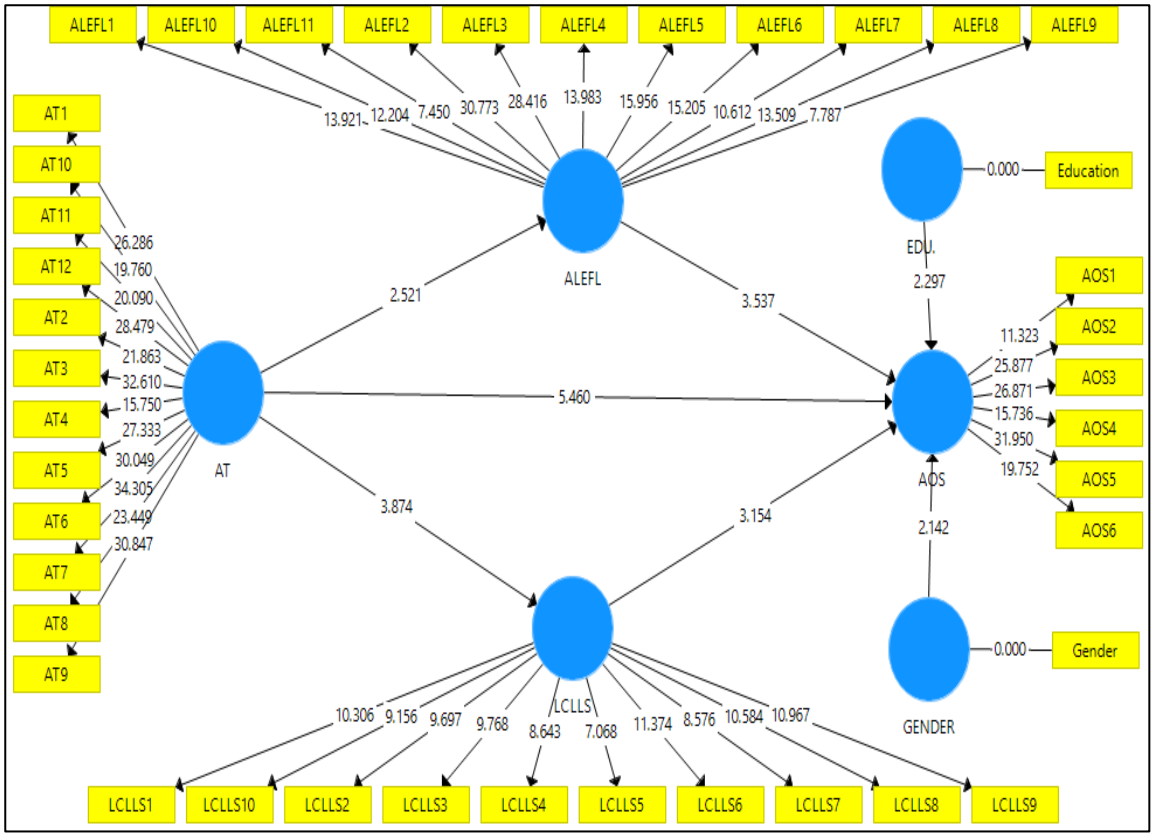

Fig. 3. Full Structural Model

4.3. Discussion

The overall hypotheses are proven to be correct. This indicates that ambiguity tolerance is linked to students' oral speaking correctness and their preferred language learning strategy. Similarly, the study's results demonstrated a favourable and substantial association between learners' choice of lanugae learning strategy and their oral speaking correctness. The relationship between ambiguity tolerance and degree of anxiety of learning English was negative, as was the relationship between anxiety level of learning English and correctness of oral speech of the students. Our findings on the relationship between ambiguity tolerance and anxiety levels when learning English as a foreign language are similar to those of [4], [11], [23], which suggest that the greater the students' tolerance for ambiguous situations, the more open they are to learning foreign languages and, as a result, the lower their anxiety levels. The findings related to the ambiguity tolerance with accuracy of oral speech are in line with [6], [8], [21], [22], and with learners choice of lanugae learning strategie are similar to [1], [4], [9] which refelcet that ambiguity toleremnce positively effect the accuracy of oral speech based on the learnesrs abitlty to learn languages with free mind and with clarity of information. Finally, as there are many studies which analyzed the direct impact of ambiguity tolerance on accuracy of oral speech but the existing gap regarding underlying mechanisms between the the two variables is addressed. However, in this research, it was shown that the good impact of ambiguity tolerance on oral communication is reduced in the presence of the anxiety level of learning English as an underlying mechanism, since anxiety causes students to lose concentration and have difficulties speaking. On the

other hand this association is positive in terms of learners choice of lanugae learning strategie as this way they have many choices to attain the objectives of enhanced dialog skills.

5. Conclusion

Findings will have ramifications for both instructors and students who are learning English as a second language. As for teachers they can emphasis on the fact that students wirth more tolerance towards ambiguities can focus more in learning English as aforiegn language which can enhance their accuracy of oral speech positively on the other hand students anxiety make them less adaptive towards English learning and result is decreased accuracy of oral speech. Therefore, teachers must focus on identifying the factors that cause anxiety amount students to learn English and after identification they must focus on removing those triggers so students may feel more comfortable and adaptive towards lreraning English as a foreign lanugae. Likewise, students choice of language learning strategies must be kept into consideration by the teachers so they may focus on students interests and their willingness towards use of specific teaching methodologies for better results. The research, on the other hand, has ramifications for students since it shows how to be calm and serene while studying English. They also needs to be focused rather than being frustrated even if they are not comfortable with methods and strategies as everything can be overcome by giving it time and proper consideration. It might assist students in learning English as a foreign language, as well as all facets of the language.

Despite the researcher's efforts to be focused and meticulous in terms of the study's subject as well as reviewing the facts and data, there are a few limitations that future researchers should be aware of. As such, present study is based on cross-sectional approach, whereas future studies might use experimental method while dividing respondents into two groups i.e control and experimental. Thereby, the divided experimental group was then given multiple movie clips, and different questions were asked of both groups to determine whether there was a difference in the ability of the two groups. Further, the current study's sample size is rather small, which may be increased by future researchers under better settings. The following suggestions for FEL instructors and students in the UAE are also offered based on the study's results. Teachers must use instructional tactics based on the students' confirmed levels in order to successfully encourage learn English. As a result, instructors may assist students in learning English by concentrating on the eradication of elements that generate anxiety in students or prevent them from learning English. Another disadvantage of the research is that it was only carried out among university students. Future study might include gathering data from various schools and from younger children to learn about their challenges and concerns with learning English as a foreign language, as well as how their oral speech correctness can be determined

Acknowledgment

The author would like to thank Curriculum and Instruction Department, College of Education, United Arab Emirates University, United Arab Emirates for the granted supports.

Declarations

Author contribution	:	GM: Conceptualization, Investigation, Writing - original draft, and Writing-review & editing. ZN: Writing-review & editing.
Funding statement	:	The author(s) received no financial support for the research, authorship, and/or publication of this article.
Conflict of interest	:	The authors declare no conflict of interest.
Additional information	:	No additional information is available for this paper.
Ethics Approval & Informed Consent Statements	:	Not Applicable

References

[1] A. Aksoy, “Relationship between ambiguity tolerance and learnersgender, anxiety levels and language learning strategies choice.” Sosyal Bilimler Enstitüsü, 2019.

[2] F. M. Al-Khasawneh, “Investigating foreign language learning anxiety: A case of Saudi undergraduate EFL learners,” *J. Lang. Linguist. Stud.*, vol. 12, no. 1, pp. 137–148, 2016.

[3] G. Genç, "Can ambiguity tolerance, success in reading, and gender predict the foreign language reading anxiety?," *J. Lang. Linguist. Stud.*, vol. 12, no. 2, pp. 135–151, 2016.

[4] H. Varasteh, A. Ghanizadeh, and O. Akbari, "The role of task value, effort-regulation, and ambiguity tolerance in predicting EFL learners' test anxiety, learning strategies, and language achievement," *Psychol. Stud. (Mysore).*, vol. 61, no. 1, pp. 2–12, Mar. 2016, doi: 10.1007/s12646-015-0351-5.

[5] A. Furnham and T. Ribchester, "Tolerance of ambiguity: A review of the concept, its measurement and applications," *Curr. Psychol.*, vol. 14, no. 3, pp. 179–199, Sep. 1995, doi: 10.1007/BF02686907.

[6] H. Soodmand Afshar and D. Khasemy, "Ambiguity tolerance, learner beliefs, learning styles, and listening comprehension of senior EFL students," *Iran. J. English Acad. Purp.*, vol. 8, no. 4, pp. 102–120, 2019.

[7] J. Hancock and K. Mattick, "Tolerance of ambiguity and psychological well-being in medical training: A systematic review," *Med. Educ.*, vol. 54, no. 2, pp. 125–137, Feb. 2020, doi: 10.1111/medu.14031.

[8] F. Khoshlahn Hosseini and Z. Seifoori, "The Relationship between Iranian EFL Learners' Ambiguity Tolerance and the Accuracy of Their Task-based Oral Speech," *J. English Lang. Pedagog. Pract.*, vol. 11, no. 23, pp. 85–102, 2018.

[9] K. Sadeghi and M. Soleimani, "The relationship between anxiety, shyness, ambiguity tolerance, and language learning strategies," *Int. J. Pedagog. Learn.*, vol. 11, no. 1, pp. 70–87, Jan. 2016, doi: 10.1080/22040552.2016.1187652.

[10] R. Hanifa, "Factors generating anxiety when learning EFL speaking skills," *Stud. English Lang. Educ.*, vol. 5, no. 2, pp. 230–239, Sep. 2018, doi: 10.24815/siele.v5i2.10932.

[11] K. Machmud and R. Abdulah, "Using Smartphone-Integrated Model of Teaching to Overcome Students' Speaking Anxiety in Learning English as a Foreign Language," *J. Arts Humanit.*, vol. 6, no. 9, pp. 01–11, Sep. 2017, doi: 10.18533/journal.v6i9.1249.

[12] E. Bensalem, "Foreign Language Learning Anxiety: The Case of Trilinguals," *Arab World English J.*, vol. 8, no. 1, pp. 234–249, Mar. 2017, doi: 10.24093/awej/vol8no1.17.

[13] E. K. Horwitz, M. B. Horwitz, and J. Cope, "Foreign Language Classroom Anxiety," *Mod. Lang. J.*, vol. 70, no. 2, pp. 125–132, Jun. 1986, doi: 10.1111/j.1540-4781.1986.tb05256.x.

[14] A. D. Cohen and I. K.-H. Wang, "Fluctuation in the functions of language learner strategies," *System*, vol. 74, pp. 169–182, Jun. 2018, doi: 10.1016/j.system.2018.03.011.

[15] R. L. Oxford, *Teaching and researching language learning strategies: Self-regulation in context*. Routledge, 2016. doi: 10.4324/9781315719146

[16] N. Thomas and H. Rose, "Do Language Learning Strategies Need to Be Self-Directed? Disentangling Strategies From Self-Regulated Learning," *TESOL Q.*, vol. 53, no. 1, pp. 248–257, Mar. 2019, doi: 10.1002/tesq.473.

[17] A. A. F. Alzubi and M. K. M. Singh, "The Use of Language Learning Strategies through Smartphones in Improving Learner Autonomy in EFL Reading among Undergraduates in Saudi Arabia," *Int. J. English Linguist.*, vol. 7, no. 6, pp. 59–72, Sep. 2017, doi: 10.5539/ijel.v7n6p59.

[18] E. Frenkel-Brunswik, "Intolerance of ambiguity as an emotional and perceptual personality variable," *J. Pers.*, vol. 18, no. 1, pp. 108–143, Sep. 1949, doi: 10.1111/j.1467-6494.1949.tb01236.x.

[19] C. M. Ely, "Tolerance of Ambiguity and Use of Second Language Strategies," *Foreign Lang. Ann.*, vol. 22, no. 5, pp. 437–445, Oct. 1989, doi: 10.1111/j.1944-9720.1989.tb02766.x.

[20] Y.-H. Chang, "The effect of ambiguity tolerance on learning English with computer-mediated dictionaries," *Comput. Assist. Lang. Learn.*, vol. 33, no. 8, pp. 960–981, Nov. 2020, doi: 10.1080/09588221.2019.1604550.

[21] J. L. Arquero, C. Fernández-Polvillo, T. Hassall, and J. Joyce, "Relationships between communication apprehension, ambiguity tolerance and learning styles in accounting students," *Rev. Contab.*, vol. 20, no. 1, pp. 13–24, Jan. 2017, doi: 10.1016/j.rcsar.2015.10.002.

[22] A. F. Trabanco, *Tolerance of ambiguity and L2 listening comprehension*. University of Delaware, 2017.

[23] A. A. Yassin and N. A. Razak, "Investigating Foreign Language Learning Anxiety Among Yemeni University EFL Learners: A Theoretical Framework Development," *English Lang. Teach.*, vol. 11, no. 10, pp. 38–51, Sep. 2018, doi: 10.5539/elt.v11n10p38.

[24] P. D. MacIntyre and R. C. Gardner, "The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language," *Lang. Learn.*, vol. 44, no. 2, pp. 283–305, Jun. 1994, doi: 10.1111/j.1467-1770.1994.tb01103.x.

[25] R. L. Oxford, "Styles, strategies, and aptitude: Connections for language learning," *Document Resume*. p. 73, 1990.

[26] A. Uhl Chamot and P. B. El-Dinary, "Children's Learning Strategies in Language Immersion Classrooms," *Mod. Lang. J.*, vol. 83, no. 3, pp. 319–338, Sep. 1999, doi: 10.1111/0026-7902.00025.

[27] Z. Dornyei and S. Ryan, *The Psychology of the Language Learner Revisited*. Routledge, 2015. doi: 10.4324/9781315779553

[28] Y. Gao, "Exploring the relationship between the ESL learners' preferred individualized classroom environment and language learning strategies." Auburn University, 2018.

[29] R. Milla and M. J. Gutierrez-Mangado, "Language learning strategy reported choice by bilingual children in CLIL: The effect of age, proficiency and gender in L3 learners of English," *System*, vol. 87, p. 102165, Dec. 2019, doi: 10.1016/j.system.2019.102165.

[30] R. L. Oxford, R. Z. Lavine, and C. M. Amerstorfer, "Understanding language learning strategies in context: An innovative, complexity-based approach," *Lang. Learn. Strateg. Individ. Learn. Charact. Situating Strateg. use Divers. Context.*, pp. 5–29, 2018.

[31] A. Psaltou-Joycey *et al.*, "Promotion of language learning strategies in the classroom: EFL teachers' perceptions," *Lang. Learn. J.*, vol. 46, no. 5, pp. 557–568, Oct. 2018, doi: 10.1080/09571736.2018.1503114.

[32] R. G. Mantovani, A. L. D. Rossi, E. Alcobaça, J. Vanschoren, and A. C. P. L. F. de Carvalho, "A meta-learning recommender system for hyperparameter tuning: Predicting when tuning improves SVM classifiers," *Inf. Sci. (Ny).*, vol. 501, pp. 193–221, Oct. 2019, doi: 10.1016/j.ins.2019.06.005.

[33] J. M. O'Malley and A. U. Chamot, *Learning Strategies in Second Language Acquisition*. England: Cambridge University Press, 1990. doi: 10.1017/CBO9781139524490

[34] D. H. Schunk, "Self-Regulated Learning: The Educational Legacy of Paul R. Pintrich," *Educ. Psychol.*, vol. 40, no. 2, pp. 85–94, Apr. 2005, doi: 10.1207/s15326985ep4002_3.

[35] R. Nata, *Progress in Educations*, vol. 13. Nova Publishers, 2004.

[36] M. Ehrman and R. Oxford, "Effects of Sex Differences, Career Choice, and Psychological Type on Adult Language Learning Strategies," *Mod. Lang. J.*, vol. 73, no. 1, pp. 1–13, Mar. 1989, doi: 10.1111/j.1540-4781.1989.tb05302.x.

[37] S. Karbalaee Kamran and P. Maftoon, "An Analysis of the Associations between Ambiguity Tolerance and EFL Reading Strategy Awareness," *English Lang. Teach.*, vol. 5, no. 3, Feb. 2012, doi: 10.5539/elt.v5n3p188.

[38] H. Shakeri, "The relationship among EFL learners' autonomy, tolerance of ambiguity, reading strategies, and reading comprehension." Islamic Azad University Central-Tehran Branch, 2012.

[39] S. Ang, M. A. Embi, and M. M. Yunus, "Strategies of Successful English Language Learners among Private School Students," *J. Pendidik. Hum.*, vol. 5, no. 2, pp. 47–57, Jun. 2017, doi: 10.17977/um030v5i22017p047.

[40] V. H. Anna Uhl Chamot, *Learning Strategy Instruction in the Language Classroom*. Bristol, Blue Ridge Summit: Multilingual Matters, 2019. doi: 10.21832/9781788923415-005

[41] M. Alhaysony, "Language Learning Strategies Use by Saudi EFL Students: The Effect of Duration of English Language Study and Gender," *Theory Pract. Lang. Stud.*, vol. 7, no. 1, pp. 18–28, Jan. 2017, doi: 10.17507/tpls.0701.03.

[42] J. C. Yang, M. Y. D. Lin, and S. Y. Chen, "Effects of anxiety levels on learning performance and gaming performance in digital game-based learning," *J. Comput. Assist. Learn.*, vol. 34, no. 3, pp. 324–334, Jun. 2018, doi: 10.1111/jcal.12245.

[43] Z. Sun, C.-H. Lin, J. You, H. jiao Shen, S. Qi, and L. Luo, "Improving the English-speaking skills of young learners through mobile social networking," *Comput. Assist. Lang. Learn.*, vol. 30, no. 3–4, pp. 304–324, May 2017, doi: 10.1080/09588221.2017.1308384.

[44] T. Hidayati, "Student Language Anxiety in Learning English (A survey to non-English Major students in rural area)," *IJELTAL (Indonesian J. English Lang. Teach. Appl. Linguist.*, vol. 2, no. 2, p. 95, Mar. 2018, doi: 10.21093/ijeltal.v2i2.55.

[45] C. Sutarsyah, "An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance," *IJELTAL (Indonesian J. English Lang. Teach. Appl. Linguist.*, vol. 1, no. 2, pp. 143–152, May 2017, doi: 10.21093/ijeltal.v1i2.14.

[46] R. H. Kabooha, "Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University," *English Lang. Teach.*, vol. 9, no. 3, pp. 248–267, Feb. 2016, doi: 10.5539/elt.v9n3p248.

[47] J. S. Armstrong and T. S. Overton, "Estimating Nonresponse Bias in Mail Surveys," *J. Mark. Res.*, vol. 14, no. 3, pp. 396–402, Aug. 1977, doi: 10.1177/002224377701400320.

[48] J. C. Anderson and D. W. Gerbing, "Structural equation modeling in practice: A review and recommended two-step approach.," *Psychol. Bull.*, vol. 103, no. 3, pp. 411–423, May 1988, doi: 10.1037/0033-2909.103.3.411.

[49] J. Henseler, C. M. Ringle, and R. R. Sinkovics, "The use of partial least squares path modeling in international marketing," in *New challenges to international marketing*, 2009, pp. 277–319. doi: 10.1108/S1474-7979(2009)0000020014

[50] M. Mansoor, T. Fatima, and S. Ahmad, "Signaling effect of brand credibility between fairness (price, product) and attitude of women buyers," *Abasyn Univ. J. Soc. Sci.*, vol. 13, no. 1, 2020.

[51] M. Sarstedt and J.-H. Cheah, "Partial least squares structural equation modeling using SmartPLS: a software review," *J. Mark. Anal.*, vol. 7, no. 3, pp. 196–202, Sep. 2019, doi: 10.1057/s41270-019-00058-3.