

**Deanship of Graduate Studies  
Al-Quds University**

**The Relationship of FL Reading Comprehension and  
Tolerance of Ambiguity of the 12<sup>th</sup> Grade at Southern  
Hebron Directorate**

**Abdel-Shafi Younis Seyam**

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**The Relationship of FL Reading Comprehension and  
Tolerance of Ambiguity of 12<sup>th</sup> Grade Students at  
Southern Hebron Directorate**

**By  
Abdel-Shafi Younis Seyam**

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Department of Education  
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**By:**

**Abdel-Shafi Younis Seyam**

**Registration No: 20310359**

**Supervisor: Professor Ahmad Fahim Jabr.**

**Master Thesis Submitted and Accepted, June,13<sup>th</sup>,2006.**

**The names and signatures of the examining committee  
members are as follows;**

- |                                  |                                |                        |
|----------------------------------|--------------------------------|------------------------|
| <b>1. Head of the committee:</b> | <b>Prof. Ahmad Fahim Jabr.</b> | <b>Signature:.....</b> |
| <b>2. Internal examiner:</b>     | <b>D. Ahmad 'Atari</b>         | <b>Signature:.....</b> |
| <b>3. External examiner</b>      | <b>D.Adnan Shahada</b>         | <b>Signature:.....</b> |

**Al-Quds University**  
**2006**

## **Declaration**

I certify that this thesis submitted for the degree of Master is the result of my own research, except where otherwise acknowledged, and this thesis (or any part of the same) has not been submitted for a higher degree to any other University or institution.

Signed .....

Abdel Shafi Seyam

Date: June,13<sup>th</sup>,2006.

## **Dedication**

To my parents, brothers and sisters

To my wife ,sons and daughters

To my Friends

To my advisor professor Ahmad Fahim Jabr

I dedicate this work.

## **Acknowledgments**

This thesis is the result of a concerted effort by so many who supported me through the entire process. A special acknowledgment is to my supervisor professor Ahmad Fahim Jabr whose help, guidance, advice and encouragement have been invaluable to me.

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## **Abstract**

The Relationship of FL Reading Comprehension and Tolerance of Ambiguity Of 12<sup>th</sup> Grade students at Southern Hebron Directorate.

This study investigated the relationship between FL reading comprehension and tolerance of ambiguity for a sample of 12<sup>th</sup> grade students in Southern Hebron Directorate. The population of the study consisted of all the 12<sup>th</sup> grade students in all streams (scientific, literary and commercial) in the second semester of the academic year 2005-2006. They are (3428) male and female students. The sample of the study consisted of 338 students .

The study aimed to answer the following research questions:

- 1- What can the correlation matrix inform us about the relationship between tolerance of ambiguity, reading comprehension in English as a foreign language and general ability in English?
- 2- Are there any significant differences in the degree of tolerance of ambiguity due to the learners' stream? (scientific, literary, commercial).
- 3- Are there any significant differences in the degree of tolerance of ambiguity due to the learners' gender?
- 4- How do the participants respond to tolerance of ambiguity scale used in this study?

A number of hypotheses were derived from the above questions. Thus two instruments were used to collect data, these were:

- 1- David Maclain measurement for tolerance of ambiguity.
- 2- Reading comprehension test which was designed by the researcher himself.

The first tool contained (22) items with (7) options Licert-scale. The reading comprehension test consisted of (15) multiple choice questions with four options.

To assure test validity and reliability, the reading test was submitted to a number of experienced school teachers; the translated version of David Mclain's measurement was submitted to a number of university teachers. Alpha Formula was used to assure its reliability it was found (0.60). test-re-test procedure was used to assure reliability of the reading comprehension test, Correlation Coefficient was (0.80).

After collecting the data, they were processed through appropriate statistical analyses(SPSS). Means, standard deviations, one way analysis of variance, Scheffi test, Pearson Correlation Coefficient were used to answer the questions, and to test the hypotheses of this study.

The researcher arrived at the following findings that respond to the questions and hypotheses of the study.

1. There was a relationship between tolerance of ambiguity and reading comprehension. Pearson correlation coefficient was (0.29).
2. There was a relationship between tolerance of ambiguity and general ability. Pearson correlation coefficient was (0.28).
3. There was a relationship between reading comprehension and general ability. Pearson correlation coefficient was (0.77) .
4. There was a significant difference in the degree of tolerance of ambiguity due to the stream (scientific, literary, commercial) in favor of the scientific stream.
5. There was a significant difference in the degree of tolerance of ambiguity due to gender, in favor of females.



6. The two items that had the highest means were item (4) and (17). while item (16) and (22) had the lowest means among the responses of the participants.

Based on the findings of the study, the researcher came up with a number of recommendations they are:

1. Creating classroom atmosphere on which low ambiguity tolerance students can move forward without fear from failure or criticism from the teacher or other students.
2. Discussing fears of ambiguity with students so as to deliberately draw their attention to the fact that such fears are rootless and useless.
3. Ask students to write about ambiguous situations so as to help them solve their problems in this field.
4. Teachers should train students to benefit from outside reading. This help them deal with various reading texts or passages.
5. Teachers must emphasize the process of reading comprehension early from the beginning. This act may reduce ambiguity in the reading passage.
6. Because scientific stream students are better than other streams, the Ministry of Education and higher Education must design Curriculum for scientific stream and another curriculum for the commercial and literary streams. The student shouldn't be taught the same material.

## Table of Contents

| Contents  | Page            |
|---|-----------------|
| Declaration                                       | <b>i</b>        |
| Dedication  | <b>ii</b>       |
| Acknowledgments                                   | <b>iii</b>      |
| Abstract  | <b>iv-vi</b>    |
| Table of Contents                                 | <b>vii-viii</b> |
| List of Appendixes                                | <b>ix</b>       |
| List of Tables                                    | <b>x</b>        |
| List of Figures                                   | <b>xi</b>       |
| <b>Chapter One</b>                                |                 |
| 1.1 Introduction:                                 | 1-3             |
| 1.1.1 Tolerance of ambiguity:                     | 3-5             |
| 1.1.2 Tolerance of ambiguity and EFL learning     | 6-7             |
| 1.1.3 Reading in a foreign language and ambiguity | 7-8             |
| 1.1.4 What is reading comprehension?              | 8-8             |
| 1.1.5 The processes of reading:                   | 9-9             |
| 1.1.6 Techniques of reading ?                     | 9-10            |
| 1.1.7 Why / What do we read?                      | 11-12           |
| 1.1.8 Models of reading                           | 12-12           |
| 1.1.8.1 Bottom-up model                           | 12-13           |
| 1.1.8.2 Top- down models                          | 13-13           |
| 1.1.8.3 The interactive model                     | 13-14           |
| 1.1.9 Efficient and inefficient reading           | 15-16           |
| 1.1.10 What makes the reading text difficult?     | 16-17           |
| 1.2 Statement of the problem                      | 17-17           |
| 1.3 Purpose of the study.                         | 18-18           |
| 1.4 Significance of the study                     | 18-19           |
| 1.5 Questions of study                            | 19-19           |
| 1.6 Hypotheses of the study                       | 20-20           |
| 1.7 Definitions of the terms                      | 21-21           |
| 1.8 Limitations of the study                      | 22-22           |
| 1.9 Assumptions                                   | 22-23           |
| 1.10 Summary                                      | 23-23           |
| <b>Chapter Two</b>                                |                 |
| 2.1 Introduction                                  | 24-24           |
| 2.2. Review of literature                         | 24-37           |

|                      |   |       |
|----------------------|---|-------|
| 2.2.1                | Studies that examined the relationship between tolerance of ambiguity and some skills in English as a foreign language. | 24-27 |
| 2.2.2                | Studies that examined the relationship between tolerance of ambiguity and learning the second language.                 | 27-32 |
| 2.2.3                | Studies that examined the effect of tolerance of ambiguity on some personal and psychological traits.                   | 32-37 |
| 2.3                  | Summary   | 38-38 |
| <b>Chapter Three</b> |   |       |
| 3.1                  | Introduction  | 39-39 |
| 3.2                  | Population of the study   | 39-40 |
| 3.3                  | Sample of the study   | 41-43 |
| 3.4                  | Instruments of the study  | 43-44 |
| 3.5                  | Validity of the instruments   | 44-45 |
| 3.6                  | Reliability of the instruments  | 45-46 |
| 3.7                  | Administration of the tests   | 46-46 |
| 3.8                  | Summary   | 47-47 |
| <b>Chapter Four</b>  |   |       |
| 4.1                  | Introduction  | 48-48 |
| 4.2                  | Results of the study  | 48-55 |
| 4.3                  | Summary   | 55-55 |
| <b>Chapter Five</b>  |   |       |
| 5.1                  | Introduction  | 56-56 |
| 5.2                  | Discussion of the results   | 56-62 |
| 5.3                  | Conclusions   | 62-63 |
| 5.4                  | Recommendations   | 64-65 |
|                      | Foreign References  | 66-71 |
|                      | References in Arabic  | 72-72 |
|                      | Abstract in Arabic  | 73-76 |
|                      | Appendix A  | 77-77 |
|                      | David MacLain Measurement   | 78-79 |
|                      | Reading Comprehension Test  | 80-81 |

## List of Appendixes

| <b>No</b> | <b>Appendix</b> | <b>Page</b> |
|-----------|-----------------|-------------|
| 1         | A               | 73          |

## List of Tables

| No | Table  | Page |
|----|--|------|
| 1  | Students' gender and stream distribution.  | 40   |
| 2  | Students' gender, stream, sections distribution.   | 40   |
| 3  | Sample distribution by gender and stream.  | 42   |
| 4  | Distribution of the sample by gender and general ability.  | 43   |
| 5  | Pearson Correlation Coefficient between tolerance of ambiguity, reading comprehension and general ability. | 49   |
| 6  | Means and Standard Deviations on tolerance of ambiguity test by stream.                                    | 50   |
| 7  | ANOVA analysis by stream.  | 51   |
| 8  | Scheffee Test by Stream  | 51   |
| 9  | Means and Standard Deviations on tolerance of ambiguity by gender.   | 52   |
| 10 | ANOVA on tolerance of ambiguity by gender.   | 53   |
| 11 | Means and Standard Deviations of each item of tolerance of ambiguity scale.                                | 54   |

## List of Figures

| <b>No</b> | <b>Figure</b>                 | <b>Page</b> |
|-----------|-------------------------------|-------------|
| 1         | <b>Why / What do we Read?</b> | <b>11</b>   |

## **1.1 Introduction:**

One of the most important issues that has been studied, investigated, negotiated and discussed by psychologists and researchers is individual differences. Knowledge of these differences fosters the understanding of the different individuals (Al Shalabi, 2003 ). These differences could be noticed not only among individuals in societies, but also among members of the family and among students in the class. (Bani Bakr, 1995 )

However, having greater awareness of theories of individual differences and the ability to incorporate them in the teaching process will enable teachers to help their learners enjoy their learning and get more out of it. The more a teacher knows about these differences, the better he / she can understand the learners' needs and goals. ( Al Shalabi, 2003 )

Responding to individual differences among the learners is one of the main challenges that faces foreign language teachers. Teachers often do their best to meet these challenges. They plan their lessons very well, try new strategies and methods of teaching, taking into account a variety of activities for their classes, but learners don't respond in the same way. They respond differently to the same

instructions. Despite teaching the same material to learners in the same way, a wide range of performances on an achievement test is common in a typical class(Lee, 1999).

Researchers were highly motivated to study the reasons for the differences in achievement. Some concentrated on learning styles, others, studied culture differences among students. Gender differences were not neglected also, nor differences in tolerance of ambiguity .Besides that, other factors which may affect learning English as a foreign language have also been investigated by researchers such as, language aptitude, learning strategies, anxiety, and others. ( Al- Abadan, 1996)

As individuals differ in their personal characteristics, and their responses to various stimuli, they also differ in the range they tolerate ambiguity. While some people tolerate ambiguity and are even interested in dealing with ambiguous situations, others are intolerant of ambiguity, so they try to avoid dealing with ambiguous situations and become hesitant and frustrated when facing these situations. ( Bani Bakr, 1995 )

Ambiguity is a characteristic of day to day life, and so educators must take this variable into account in planning and assessing the learning process. Visser



(2003) noted that tolerance of ambiguity has always been an important aspect of life. Changing conditions of life make it very important to know how to deal with ambiguity in modern society. She added that the modern world needs people who are intellectually well prepared to face uncertainty and quite able to tolerate ambiguity. These people can control their behaviours and act well under pressure.

# Chapter One

## 1.1 Introduction:

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and quite able to tolerate ambiguity. These people can control their behaviours and act well under pressure.

### **1.1.1 Tolerance of Ambiguity:**

Norton in Lee (1999) considers intolerance of ambiguity as a tendency to perceive or interpret information marked by vague, fragmented, multiple, probable, incomplete, unstructured, uncertain, contrary, or unclear meanings as a possible and probable source of psychological discomfort, lack of ease or threat.

Stoycheva (1990) claims that ambiguities and uncertainties are implicit in human life, and so we have only limited control over the natural, social and psychological conditions of our life. Life is full of ambiguous and uncertain situations, and because of that, we sometimes act and behave with much discomfort, lack of ease, lack of clarity or lack of information. We face unfamiliar, uncommon, and sometimes unknown situations.

Therefore, we have to deal with and face ambiguous and uncertain situations. Stoycheva (1990) wrote “Both individuals and society have developed ways to deal with uncertain and ambiguous situations, and both individuals and society differ in the ways they do it. Individuals are more or less tolerant of ambiguity, and societies are characterized by different degrees of uncertainty and avoidance.” (p1)

The concept of ambiguity has a variety of meanings: Budner in (Owen and Sweeny, 2002) identifies three main types of ambiguous situations: new situations where there are insufficient or non-existent cues, complex situations, where there are many cues, and contradictory situations when the learners think that the structures contradict each other. Besides that he thinks of intolerance of ambiguity as a “source of threat” and tolerance of ambiguity as dealing with difficulties in a desirable manner.

In addition to that, intolerance of ambiguity has been identified as a cognitive style characterized by an inability to accept without discomfort situations or stimuli that allow alternative interpretations and a preference for situations or stimuli that appear black and white to those that consist of shades of gray (Visser, 2003).

Stoycheva (1990) identifies tolerance of ambiguity, the ability to explain and interpret ambiguous situations realistically and adequately without neglecting parts of their complexity. Frenkel-Brunswick in(Owen and Sweeny, 2002) indicated that intolerance of ambiguity is a tendency to prefer black and white solutions and to come to premature closure often by neglecting the reality. Jonassen &Grabowski in (Owen and sweeny, 2002) explained that tolerant people behave and act well in new and complex situations, however, intolerant people may give up and surrender when they face ambiguous situations.

Ely in (Al-Abadan, 1995) presented a definition for tolerance of ambiguity as an individual's acceptance of confusing situations, and also acceptance of unclear ones. Eherman and Oxford in (Lee, 1999) linked tolerance of ambiguity to risk taking. They justified that by saying "those who can tolerate ambiguity are more likely to take risks in language learning".

Ellis (1994) described tolerance of ambiguity as a dimension of second language learning, as an ability to deal with ambiguous situations without frustrations and without appeals to authority. This means that the more the learner faces ambiguous situations the more he /she can succeed in learning.

Eherman in ( Lee , 1999 ) suggested a model of three parts of the concept which includes the ability to absorb new information or contradictory and incomplete information without either rejecting any part of them or coming to premature closure, and also to adapt one's existing schemata in light of the new material .

Furnham in ( Woods, 2004 ) connected tolerance of ambiguity with how people behave in uncertain situations. People with low levels of tolerance of ambiguity react to circumstances with haste and avoid ambiguous situations. However, people with high tolerance of ambiguity find ambiguous situations challenging and desirable.

### **1.1.2 Tolerance of Ambiguity and EFL Learning**

Ambiguity is considered one of the main characteristics that mark the learners of a foreign language in particular and language learning situations in general. Chapell and Roperts in( El-Koumy, 2000) for example mentioned that an L2 situation can be considered ambiguous due to many reasons. First the learner of L2 looks at the learning situation as “novel”, because the components of L2 such as grammar, vocabulary and phonology are uncommon and unfamiliar to him, and so he can’t construct a meaningful interpretation. Moreover, the learner may look at the cues of a foreign language as numerous to interpret. The result of this, is considering the situation complex. In addition to that, the learner may interpret these cues as contradicting each other, leaving the situation “ insoluble”. Finally, the learner of L2 in many cases can’t interpret language cues in general, and so the situation can be perceived as unstructured.

With these causes in mind, specialists and theoreticians of FL (El-Koumy, 2000, Reiss, 1981) claim that, in order to succeed in FL learning, you need to tolerate ambiguity. Furthermore, both students and teachers consider ambiguity tolerance as one of the elements that characterize the good language learner. In this sense, Lee (1999) concluded that tolerance of ambiguity has an effect on the performance of students learning a foreign language. He added “ If for example an ESL or an EFL learner experiences a feeling of threat or discomfort when confronted with linguistic uncertainty,

he/she may be less inclined to take risks and might hesitate and at last becomes less interested in the class". Reiss (1981) concluded that a good language learner is one who is among other things, "Fairly comfortable with ambiguity". (p23)

### **1.1.3 Reading in a foreign language and ambiguity**

As a main skill of foreign language learning, reading comprehension is full of uncertainty and ambiguity. In a reading passage, learners of L2 seldom know the meanings of all the words. Moreover, they face syntactic, semantic, phonological and cultural ambiguities, so tolerance of ambiguity is considered an important characteristic that should be taken into account in order to make progress in learning a foreign language (Lew, 1984).

Murcia (1991) considers reading the most complex and difficult skill the learners learn. The learners who understand accurately and efficiently a written work, seem to accomplish it with tremendous mental efforts. They engage in a complex interaction process which depends on multiple subskills. In addition to that, the learners need to code an enormous amount of information. Besides that, Parry(1987)assured that in an English language test, there is an agreement among teachers and students that reading parts are the most difficult and are responsible for the failure of students.

In the light of the above the researcher agrees with El- Koumy (2000) that tolerance of ambiguity is a widely known characteristic in FL learning in



general and reading comprehension in particular, so that, this variable deserves to be investigated and studied by its own .

### **1.1.4 What is reading comprehension?**

Reading has been defined differently by different scholars. Rivers (1981) for example defines reading as deriving meanings from the word combinations in the text and doing this in a consecutive fashion at a reasonable speed without necessarily vocalizing what is being read.

While Goodman in Carell and others (1988) defines reading as a receptive language process that starts with a linguistic surface representation encoded by the writer and ends with the meaning the reader had constructed. In this definition there is an interaction between language and thoughts in reading. The writer converts thoughts into language and the reader changes language into thoughts.

Bernhardt in (Kilani, 2001) defines reading as “the process of extracting and constructing meanings from a written material”.

Grellete (1981) defines reading as extracting the required information from a written text as efficiently as possible.

At the end of this section, its worth saying that reading involves two necessary elements, a reader and a text, besides, there is a third element which is often important, too, namely a writer. (Alderson and Urguthart , 1984).

### **1.1.5 The Processes of Reading:**

According to Goodman (1988) there are five processes involved in reading these are:

1. Recognition – initiation: the ability to translate and interpret written display into visual field and to start reading.
2. Prediction: the stage when the brain begins to anticipate and predict.
3. Confirmation: this means verification of the prediction, ie, confirmation or disconfirmation of the input.
4. Correction: the ability to reprocess the input when it's found inconsistent or when the predictions are discomfort.
5. Termination: the final process in reading, that is to say, when the reading task is completed, this may happen when the task is non-productive; construction of little meaning or the meaning is already known, or the reader gives up because of some reasons anyway, termination of reading is an open option at any point.

### **1.1.6 Techniques of Reading.**

There are many techniques any reader usually uses when he reads any text. The main ways of reading according to Grellet( 1981) are:

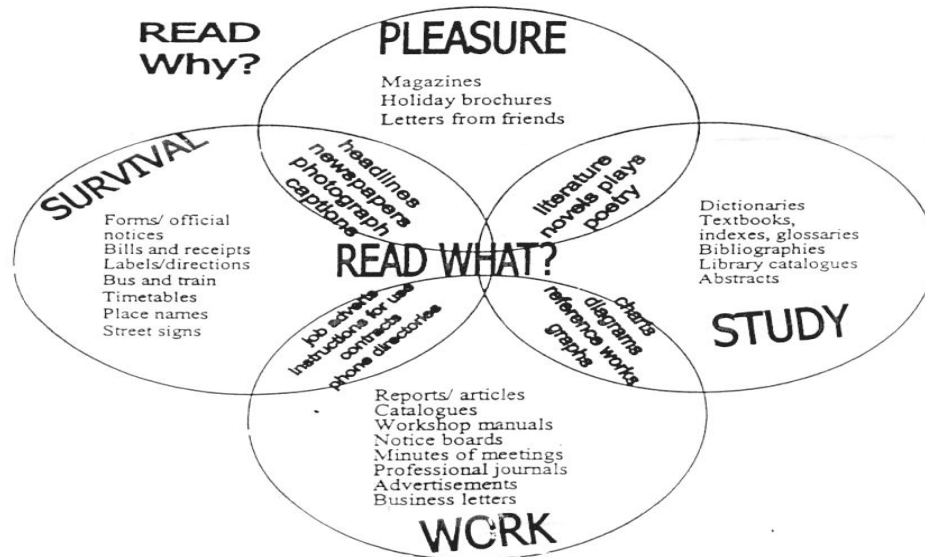
1. Skimming: this is a quick reading in order to get the gist of the text, in other words, getting the main idea in the reading text.

2. Scanning: the aim of the reading, is finding a particular information, such as looking for a name of a person, a date,...,etc.
3. Extensive reading: pleasure is the aim of reading, the reader usually reads longer texts, this is a fluency activity.
4. Intensive reading: this is extracting specific information from shorter texts. This is an accuracy activity involving reading for details.

These different ways of reading are not mutually exclusive. For example, one often skims through a passage to see what it is about before deciding whether it's worth scanning a particular paragraph for the information one is looking for.

## 1.1.7 Why / What do we Read?

Willis (1986) suggested the following figure to answer the two questions what do we read? And why do we read?



*From: "Teaching English through English" by Jane Willis (A course in Classroom language and Techniques)*

The figure shows that one reads for many purposes they are:

- 1- Pleasure.
- 2- Survival.
- 3- Study.
- 4- Work.

The figure also shows the main text types one usually comes across:

- 1- Magazines, holiday brochures, letters from friends
- 2- Dictionaries, text box, indexes, glossaries, bibliographies, library catalogues, abstracts.

3- Forms official notices, bills and receipts, labels directions, bus and train timetables, place names, street signs.

4- Reports articles catalogues, workshop manuals, notes boards, minutes of meetings, professional journals, business letters.

### **1.1.8 Models of Reading**

In this section the researcher will provide an overview of three reading models, they are bottom-up, top-down and interactive models.

#### **1.1.8.1 Bottom-up model**

When the learners attempt to read a text with a lot of uncommon and unknown words, they are approaching the text in an isolated manner. The bottom-up model suggests that the reading process begins from decoding the text word by word, and going on as the reader decodes, building up meanings out of the text, beginning from the smallest parts to the largest ones (Barnett,1989).

Gough (1972) cited in (Al – Abadan, 1996 ) Bottom-up model for example, assumes that the reader starts with letters converting them into phonemes. Once the reader understands the phonemes as words, he then goes on with the next word. This process continues until he/she recognizes all the words in a sentence.

The bottom – up model of reading is criticized because it neglects the role of the reader in the process of reading . This model considers reading

a matter of decoding words rather than a process of intelligent interaction with the text to comprehend it . (Barnett , 1989 )

### **1.1.8.2 Top- Down Models**

In contrast with bottom-up model, top-down model emphasizes the reader's interpretation and prior knowledge. (Anderson and Pearson. 1988). According to this model, the reader is making guesses as he goes on in reading. He is checking the text for confirmation or refutation based on the reader's prior knowledge or contextual clues, Teachers and material writers always recognize the importance of the preior knowledge in the comprehension process(Yin, 1985) In this model the reader doesn't have to know all bits in the text, moreover, when students make prediction and anticipate content, they are better prepared to make clever guesses when they face unfamiliar words and structures (Barnett,1989).

### **1.1.8.3 The Interactive model**

Interactive approach to reading, on the other hand, appears to be a compromise for the dilemma created by bottom-up and top-down approaches.

The Interactive reading model has two different kinds of interaction

- a.** a general interaction between the reader and the text; that is, the reader uses both textual information and his /her background information to comprehend the text;
- and **b.** interaction of both bottom-up and top-down

processing, working together in comprehending the text (Carrell and others, 1988). In other words, the reader uses his/her skills based on his background while decoding the text. Therefore a good reader combines the knowledge of the language (grammar and vocabulary) and background knowledge through the use of reading strategies (Carrell and others, 1988).

Rumelhart (1977) suggested that different kinds of information come from various knowledge sources, he concludes that syntactical, semantic, lexical knowledge influence the reader in comprehending the text.

Thus, low level skills are necessary for the use of high level “Developing readers must therefore work at perfecting both their bottom-up recognition skills and their top-down interpretation strategies. Good reading – that is, fluent and accurate reading, can result only from a constant interaction between these processes” (Carrell and others, 1988) p95.

In this model, interactive refers to the interaction between information obtained by means of bottom-up decoding and information obtained by means of top-down analysis.

To sum up, the interactive approach to reading provides a better description of L2 reading , because it takes into account the contribution of both lower – level processing skills and higher- level comprehension skills by means of good reading strategies. ( Carrel and others, 1988 )

### 1.1.9 Efficient and Inefficient Reading

Ur (1996) suggested the following characteristics for efficient and inefficient reading:

**First**, in efficient reading, the language of the text is comprehensible to the readers, where as the language of the text in inefficient reading is very difficult.

**Second**, the content of the text is known to the reader, this means the reader's background helps him to understand it, but the content in inefficient reading is far away from the reader's knowledge and background, the reader has little experience about the topic.

**Third**, speed in efficient reading means that, the reader reads fast because he is accustomed to the text, most of the words are familiar to him, unsimilar to that, the reader reads slowly in inefficient reading, most of the words are unfamiliar to him.

**Fourth**, in efficient reading, the reader doesn't pay attention to each and every specific item, insignificant parts are also skipped. While in inefficient reading, the reader is concerned with every part in the text.

**Fifth**, the reader who reads efficiently guesses the meanings of the words from the surrounding text, he rarely uses a dictionary, unless other strategies don't work well. In inefficient reading, the reader looks discouraged in trying to understand the text as a whole.



**Sixth**, the reader who reads efficiently has an advanced thinking, therefore prediction is encouraged, whereas he who reads inefficiently deals with the text as it comes. Prediction is discouraged.

**Seventh**, in efficient reading the background of the reader about the text is helpful to understand the text, but in inefficient reading, the reader doesn't have or use background information.

**Eighth**, motivation in efficient reading is very high, because the reader reads content that interests or challenges him. In inefficient reading the reader has low motivation, because he reads content that doesn't interest or challenge him.

**Ninth**, Reading efficiently is purposeful, the reader reads to find out something or he does that for pleasure. While reading inefficiently has no clear purpose, as if he is forced to do that.

**Tenth**, in efficient reading, the reader varies in the strategies used when he deals with different kinds of reading. Whereas, the same strategies are used for all kinds of texts in inefficient reading.

### **1.1.10 What makes the reading text difficult?**

According to Nuttal (1982) people would find texts difficult due to the following reasons:

1. The difficulty may happen because the reader is unfamiliar with the code in which it has been expressed. This means the reader doesn't know the language of the written text.

2. Previous knowledge of the reader about the reading text is another source of difficulty.
3. Complexity of the concept that the writer uses may lead to difficulty in the text.
4. Vocabulary is a main source of difficulty, the writer may use unfamiliar or uncommon words, so the reader can't understand the text.

## **1.2 Statement of the Problem**

The idea of this study arose from the researcher's experience in teaching the 12<sup>th</sup> grade for more than 10 years. When students sit for a reading comprehension test, some of them give up quickly and start complaining, in contrast, others, tend to be calm and get a very high mark on the test. Still, some students are not defeated by difficulties, they overcome them easily, and answer the questions based on the reading text successfully and calmly, they even feel very interested while dealing with a reading comprehension text. This means that some students face a lot of problems while dealing with reading comprehension, so teachers often try to help students to overcome obstacles associated with reading comprehension.

It has been argued that tolerance of ambiguity is related to reading comprehension, therefore, in this study the researcher tries to find if there is a relationship between tolerance of ambiguity and FL reading comprehension in the 12<sup>th</sup> grade in Southern Hebron Directorate.

### **1.3 Purpose of the study.**

The 12<sup>th</sup> grade is considered a critical stage in the academic life of the students. After that students join the universities to pursue their higher education, or start working in any job. It is the work of teachers to facilitate the process of learning to their students. But as it is known, students fail in learning English as a foreign language.

This study aims at investigating the effect of tolerance of ambiguity on reading comprehension as a personal factor that may have a positive or negative effect. This study also aims at finding if there are any significant differences in the degree of tolerance of ambiguity due to the learners' stream and gender.

Moreover, the study is pointing out the participants' responses on tolerance of ambiguity scale used.

### **1.4 Significance of the study:**

This study, aims at investigating the relationship between FL reading comprehension and tolerance of ambiguity. The results of this study may provide decision makers with the necessary information concerning learning and teaching English as a foreign language at the school level in general, and learning and teaching reading comprehension in particular.

In addition to that, this study may be significant for the following reasons:

1. According to the researcher's knowledge, this study will be the first one in Palestine that deals with the relationship between FL reading comprehension and tolerance of ambiguity.
2. Hopefully, this study will contribute to develop teaching and learning English as a foreign language as it deals with a psychological factor that may have an impact on the process of learning.
3. This study may help the Ministry of Education and Higher Education as the Palestinian curriculum is being introduced and developed.
4. This study, will enrich the library. It may be used as a reference to those working in teaching specially the teachers of English language.

### **1.5 Questions of study:**

The study attempts to answer the following questions:

1. What can the correlation matrix inform us about the relationship between the following variables:
  - A. Tolerance of ambiguity.
  - B. Reading comprehension skill in English as a foreign language.
  - C. General ability in English language.
2. Are there any significant differences in the degree of tolerance of ambiguity due to the learner's stream?
3. Are there any significant differences in the degree of tolerance of ambiguity due to the learner's gender?

4. How do the participants responded to the items of tolerance of ambiguity scale used in this study?

### **1.6 Hypotheses of the study:**

The researcher converted questions one, two, and three into null hypotheses and retained question number four as follows:

1. There is no statistical significant relationship at the level of ( $\alpha \leq 0.05$ ) between the degrees of tolerance of ambiguity and FL/Reading comprehension.
2. There is no statistical significant relationship at the level of ( $\alpha \leq 0.05$ ) between the degrees of tolerance of ambiguity and the students' general ability in English language.
3. There is no statistical significant relationship at the level of ( $\alpha \leq 0.05$ ) between the students' general ability in English language and the reading comprehension grade .
4. There are no statistical significant differences at the level of ( $\alpha \leq 0.05$ ) in the degrees of tolerance of ambiguity due to the learners' gender.
5. There are no statistical significant differences at the level of ( $\alpha \leq 0.05$ ) in the degrees of tolerance of ambiguity due to the learners' stream (literary, scientific, commercial).

## **1.7 Definitions of the terms:**

1. **Tolerance of Ambiguity:** the ability to face unfamiliar, unknown and uncommon situations successfully while dealing with reading comprehension passage. It's assessed by David Maclain Measurement for tolerance of ambiguity.
2. **Reading comprehension:** The process of extracting and constructing meanings from a written material and entails an active process of relating new or incoming information with previously acquired knowledge; ie it involves the activation of relevant knowledge and related language (Bernhardet 1993, in Kilani 2001).
3. **General ability:** The cumulative average of the students' total in English language for the 11<sup>th</sup> grade academic years as shown by teachers' record, which is a valid measure.
4. **12<sup>th</sup> Grade:** The last class in the school level in the Palestinian schools. It is also called "Al Tawjihi".
5. **EFL:** stands for English as a Foreign Language.
6. **ESL :** stands for English as a Seond Language.
7. **FL :** stands for Foreign Language. (English, in this study)
8. **L2 :** stands for Second Language. (English, in this study)

## **1.8 Limitations of the study:**

This study is limited to the following factors:

1. The population of the study consists of all the 12<sup>th</sup> grade students in the first semester during the academic year 2005-2006 in Southern Hebron Directorate.
2. The two instruments used in this study are considered as one unit, students should answer both.
3. The reading comprehension test is designed to be used in this study.
4. Tolerance of ambiguity scale is promoted to be used in these kinds of studies.
5. Results of the study could be generalized only to similar population.

## **1.9 Assumptions**

This study was built on the following assumptions:

1. The sample of the study is representative.
2. Students should responded to the reading test and to tolerance of ambiguity scal to the best of their ability.
3. General ability in English is assessed by going back to students' records in the 11<sup>th</sup> grade which is valid.
4. The reading passage which was chosen from the Tawjihi text book is suitable to the level of the students.

5. Students' background in English has an important role in reading comprehension.
6. Tolerance of ambiguity scal used in this study is valid.

### **1.10 Summary:**

This chapter introduced a general introduction. It also introduced a background on tolerance of ambiguity, and reading comprehension. The chapter clarified the research problem, purpose of the study, research questions and hypotheses, significance of the study. Definitions of terms, limitations of the study and assumptions were also presented.



## **Chapter Two**

### **2.1 Introduction**

In this chapter the researcher will review the literature related to the subject of study. There was a dearth of literature related closely and directly to the subject of the study, therefore the researcher was forced to review secondary related studies.

### **2.2. Review of Literature**

#### **2.2.1 Studies that examined the relationship between tolerance of ambiguity and some skills in English as a foreign language.**

El- Koumy (2000) Explored the differences in foreign language reading comprehension among high, middle, and low ambiguity tolerance students. (150) English as a foreign language students were randomly chosen from all freshmen enrolled at four schools of education in Egypt, (Al Arish, Ismailia, Port-Said and Suez) in the academic year 1999-2000. Two instruments were used in the study, they were MAT50 and a reading comprehension subtest of the TOFEL. The data were analyzed using the one-way analysis of variance and the t-test. Results showed a significant difference in the mean scores among the high, middle and low ambiguity tolerance

Analysis of the data using t-test indicated that the moderate ambiguity tolerance group scored significantly higher than the low and high ambiguity tolerance group, thus, the null hypothesis that there would be no significant

difference in foreign language reading comprehension among students with different levels of ambiguity tolerance was rejected.

Naiman et al in( El- Koumy, 2000) conducted a study to examine the relationship between ambiguity tolerance and listening comprehension task and an imitation task. Budner's scale of tolerance- intolerance of ambiguity was applied in the study. The sample of the study consisted of a group of high school students learning French as a foreign language. The results of the study showed that tolerance of ambiguity scores were significantly correlated with scores in a listening comprehension task and an imitation task.

Lee (1999) investigated EFL- task-based writing of Korean University students who differed in the degree of tolerance of ambiguity.

The study attempted to explore whether or not a low degree of tolerance of ambiguity interferes with the performance of task-based writing, and how a low degree of tolerance of ambiguity is related to the task-based writing proficiency. The subjects of the study were (93) undergraduate students in Seoul National University, Korea. They were enrolled in the spring semester of 1999. The participants were assumed to be homogeneous in the sense that. Officially, most of them started their English learning in the first year of their middle school. Most of them learned English with the same kinds of text books. They have rarely had opportunities to be exposed to natural English outside.

An adapted scale of the university of Houston was applied as an instrument of deciding the degree of tolerance of ambiguity. Results showed that the degree of tolerance of ambiguity affected the writing performance. In an overall scoring system, the high tolerance of ambiguity group achieved better than the low tolerance of ambiguity group. Results also showed that high tolerance of ambiguity group and low tolerance of ambiguity group's scoring differed in an analytic scoring system. The study suggested to consider tolerance of ambiguity as an important factor for the low proficient students in foreign language writing.

Grace (1998) conducted a study aimed at examining the effects of lexical ambiguity in CALL (Computer Assisted Language Learning). Specially it attempts to determine whether learner's personality types-as measured by the Myers-Briggs Type Indicator- have an effect on the retention of second language vocabulary independently of the translation issue and in an ambiguous CALL context. Students from 10 sections of first semester, French, eight sections of second semester French, and one section of accelerated beginning French took part in this experimental study. The number of the participants was (181). Results of the study showed that students of all personality types learned and retained a significant amount of vocabulary when verification of meaning was provided through the first language, regardless of their tolerance of ambiguity. Findings also support the

need for beginning vocabulary learning software which renders meaning clearly when promoting deep processing.

Al 'Abadan (1996) investigated the relationship between foreign language reading comprehension and tolerance of ambiguity. Norton's measurement of tolerance of ambiguity (Mat-50) was applied in the study. The sample of the study was a group of a third year students in the English department (namely 37) in King Saoud University in Riyadh. Findings of the study showed that there is no statistical significant relationship between tolerance of ambiguity and FL reading comprehension in a holistic or analytic scoring system and in all the dimensions of the scale.

### **2.2.2 Studies that examined the relationship between tolerance of ambiguity and learning the second language.**

Banning, K.C. (2003) Conducted a study to examine the effect of the case method of teaching the strategic management course on students' tolerance of ambiguity. The subjects of the study were (195) experimental group compared with (42) control group. Ambiguity tolerance, locus of control, and several demographic variables were assessed at pre – and post course intervals to determine if tolerance of ambiguity increased with the use of narrative cases. When compared to the control group, the results indicated that case teaching can improve tolerance of ambiguity. Performance in the course was also associated positively with tolerance of ambiguity.

Virginia, M. and others (2003) explored the relationship between tolerance of ambiguity and need for course structure. The study was designed to assess tolerance of ambiguity in a general undergraduate population and graduate students in the field of psychology.

A total of (101) participants were recruited from undergraduate and graduate psychology class at a small southeastern military college. Tolerance of ambiguity was assessed using Mclain's Multiple Stimulus Type Tolerance for Ambiguity (MSTAT).

Results indicated significant negative correlation between tolerance of ambiguity scores and anxiety and ratings of importance of course structure in a number of areas. Results suggested that tolerance of ambiguity may be an important variable to assessment and training so that students are better prepared for unstructured elements of a course that promote critical thinking and parallel the complexities of the applied world.

Kazamia (1998) conducted a study at the National Center of Public Administration of Greece . The aim of the study was to identify and assess the degree of tolerance of ambiguity Greek civil servants demonstrate when learning English as a foreign language. The subjects participated in the study are all Greek civil service. The sample consisted of 323 people which represents 54.65% of the total population of the learners attending classes of English during spring semester 1998. Of these 39.6% are male and 58.8% are female (1.5% didn't report their sex). Participants were asked to fill in a

biographical form and two more instruments, the Second Language Tolerance of Ambiguity Scale which was developed by Ely (1995) and the Strategy Inventory for Language Learning version 7 which was developed by Oxford (1990).

Analysis of research data indicates that Greek adult learners don't show the same tolerance of ambiguity in all skills, and are particularly intolerant of ambiguities stemming from communicating their ideas in English.

Sallot, M. (1993) presented a paper at the annual meeting of the Association for Education in Journalism and Mass Communication in Montreal / Canada. The paper entitled tolerance-intolerance of ambiguity and the teaching of public relations: investigating effects of individual differences in the classroom. The paper explored how teachers of public relations can help students tolerate the many ambiguities inherent in public relations practice. The paper reports the findings of two exploratory studies conducted at a large state university in Florida that investigated the effects of tolerance-intolerance of ambiguity in the teaching of public relations, including the use of a client-based.

Lori in (Al-koumy, 2000) investigated the relationship that exist among tolerance of ambiguity, self concept, English achievement, Arabic achievement, overall school achievement and students attitudes toward learning English as a foreign language. A sample of (280) high school seniors enrolled in (13) high schools in Baharain was used. To measure their

tolerance of ambiguity, (Mat 50), Norton's measurement was applied. The researcher used Gardner and Lambert measurement to assess attitudes towards English language, Janz measurement for self concept. He also depended on the achievement of the students in English language as documented in the school records. The results of the study indicated that there were significant but very low correlation among tolerance of ambiguity with English achievement, Arabic achievement, self concept, and overall achievement ( $r=0.24,0.18,0.11$ ) respectively.

Concerning the relationship between tolerance of ambiguity and attitudes toward learning English, the results showed low significant correlation ( $r=0,.36$ )

Groebel, L. (1986) investigated the relationship between competence in using the second language and each of tolerance of ambiguity and intelligence. The sample of the study consisted of (100) students who speaks English as a second language and (24) students in Arizona in the United States of America whose mother tongue is English. A competence test in reading in English, tolerance of ambiguity test and intelligence test were applied in the study. The results of the study showed that there is a statistical significant relationship in the degrees of the reading test and tolerance of ambiguity test. Also there was a statistical significant relationship between tolerance of ambiguity, intelligence and abstract thinking.

Cooper. M (1976) studied the effect of behavioral objectives and tolerance of ambiguity on achievement in English skills. The subjects of the study were fifteen inner-city senior English classes in a New-York City High school. The participants were pretested on achievement in English sentence skill. They were pretested with a measure of tolerance of ambiguity, and a test consisting of correct sentences, sentence fragments, and run on sentences. Teachers then began an eight-part unit on sentence structure. Eight classes received behavioral objectives at the beginning of the unit and the beginning of each lesson classes received no behavioral objectives. Items on the pretest were reordered for the posttest.

Results indicated that the behavioral objectives had a positive effect on the learning of English sentence skills. There was no significant interaction between use of behavioral objectives and tolerance of ambiguity.

Chapelle in ( Al- Abadan, 1996) explored the relationship between ambiguity tolerance and success in learning English as a second language. The subjects of the study were students from different backgrounds (Arabs, Japanese and Spanish). (Mat 50) Norton's measurement of ambiguity tolerance was applied in the study. The findings of the study indicated no significant relationship between beginning of semester language scores and tolerance of ambiguity, but the correlation between ambiguity tolerance and end of semester scores was nearly significantly positive. She found that there is a positive relationship related to end of



semester on multiple choice grammar test, a dictation test, and parts of a speaking test and tolerance of ambiguity. She concluded that tolerance of ambiguity is related to progress in some aspects of L2 learning.

### **2.2.3 Studies that examined the effect of tolerance of ambiguity on some personal and psychological traits.**

Stoycheva (1996 ) conducted a study which was a cross sectional analysis of the development of ambiguity tolerance in the age interval 15 – 25 years . The study reported on the differences in ambiguity tolerance related to subjects, age, sex, and education.

The sample of the study consisted of (935) high school students, university students, and working adolescents. To measure ambiguity tolerance MAT 50 / BG2 was applied in the study.

Results of the study revealed that no gender and age differences in its development but significant effects of education. High school students in the small town experience more difficulties in adapting to encounter with ambiguous situations. Girls who don't go to the university scored lower than both university students and working male adolescents. Among university students, freshmen significantly outscore all others. Students in arts have had higher ambiguity tolerance than those in the medical and technical universities.

Bani-Bakir (1995) conducted a study that aimed at identifying the extent to which Yarmouk University students in Jordan tolerate ambiguity

and the relationship of such tolerance with some personality traits, namely sex, major, age, and place of residence.

The researcher translated and applied David Maclain's measurement of tolerance of ambiguity. This measure consisted of (22) items. It was used by the researcher to measure tolerance of ambiguity among the participants. To investigate personality traits, the researcher applied Cattell's measurement of personality traits.

The population of the study consisted of all the undergraduate Yarmouk University students enrolled in the first semester of the academic year 1994-1995. An available sample of ( 617) students (279 males and 338 females ) participated in the study. The results of the study indicated the following:

1. No significant effect was found for either age, specialty or interaction between them on students tolerance of ambiguity.
2. No significant effect was found for sex, residence or the interaction between them on tolerance of ambiguity.
3. A statistically correlation coefficient was found between four of Cattell's figures these were H(venturesome, shy/timid) QQI(Experimenting, Conservative), B(Bright/dull) and F(Happy/lucky sober).

Deforge and Sobal (1991) conducted a longitudinal study that aimed at investigating whether medical students intolerance of ambiguity is associated with their specialty selections. The study took place at Mireland University in

U.S.A. The sample of the study was (175) female and male students. The study lasted for four years. The results of the study showed that tolerance of ambiguity is not correlated significantly with the preference of the medical college in the beginning. They showed that tolerance of ambiguity is not correlated significantly with the graduation choices. Finally, the results also showed that there is a weak significant correlation between the first choice and the final choice of the college.

Comadena, M.E. (1984) conducted a study which aimed at investigating the relationship among brain storming, tolerance of ambiguity, communication apprehension, task attraction and individual productivity. The sample of the study consisted of (76) students. Results of the study indicated that high producers of the ideas perceived the task as more attractive wear low in communication apprehension and possessed high ambiguity tolerance.

Rotter & Oconnel ( 1983 ) conducted a study which aimed at investigating the relationships among sex –role orientation, cognitive complexity, and tolerance of ambiguity. The sample of the study consisted of ( 291 ) college students ( 87 ) were male and ( 204 ) were female . Three measures were applied in the study: Schroder and Streufet measurement to assess cognitive complexity, Budner’s Scale to measure tolerance of ambiguity, and Bem’s measurement to measure sex – role orientations.

Results of the study indicated that (1) male and female androgynous and cross – sexed college students were more tolerant of ambiguity than sex –

typed subjects and cognitively more complex than undifferentiated subjects; (2) cross – sexed subjects were cognitively more complex than sex –typed subjects; and (3) cognitive complexity and tolerance of ambiguity were negatively correlated.

Kishore and Pandy (1982) investigated the effect of sex and anxiety on tolerance of ambiguity. The sample of the study consisted of (132) B.A students (66 males, 66 females). To measure tolerance of ambiguity, Budner's scale for tolerance of ambiguity was applied.

Tylor's measurement of anxiety was applied to measure anxiety. Results of the study showed that there is a significant correlation between anxiety and tolerance of ambiguity, this means the more anxious individuals tolerate ambiguity more than the less anxious ones. There was no relationship between sex or the interaction between sex and anxiety and tolerance of ambiguity.

Jakobsen in(Bani Bakr,1995) conducted a study which aimed at exploring the internal relationships between locus of control and tolerance of ambiguity and the hand used by the individuals. The study tried to answer the following questions:

1. Is there any relationship between tolerance of ambiguity and locus of control?

2. Are there any significant differences among the left handed, right-handed or those who use both hands and the degree of locus of control and tolerance of ambiguity?

The sample of the study consisted of (102) M.A and P.h.D students (40 males, 61 females). To assess locus of control, Levenson measurement was applied. Macdonald measurement of tolerance of ambiguity was applied to assess tolerance of ambiguity. Dean laterality preference schedule was also applied in the study. Results of the study showed that there is no statistical significant correlation between the hand used and locus of control and tolerance of ambiguity. It also showed that there is a negative statistical significant relationship between tolerance of ambiguity and external locus of control, however, there is no statistical significant correlation between tolerance of ambiguity and the internal locus of control.

Williamson in (Bani Bakr,1995) explored the relationships among tolerance of ambiguity, intelligence, training in creative thinking and flexibility of concept formation. The sample of the study consisted of (280) students in the fifth and sixth grades. Decision Location Test was applied to assess tolerance of ambiguity, the test was applied individually and inside the classrooms. According to the test the individuals were categorized into three groups: 1. the group that tolerates ambiguity 2. The intolerant group (the Risky). 3. The careful group. According to this an experimental and controlled groups were used. The experimental group was trained by using

tasks of creative thinking during the lessons, whereas the controlled group wasn't trained by using creative thinking tasks. The findings of the study showed that:

1. Students who tolerate ambiguity got higher scores on flexibility measurement than the risky and the careful groups.
2. There is a statistical significant difference in the performance between the careful group and the group that tolerates ambiguity.
3. There is no statistical significant difference in the performance of the risky group and the group that tolerates ambiguity.
4. The risky high intelligent group got the highest scores among the other groups.
5. The careful, low intelligent group got the lowest scores among the other groups.
6. Finally, a low correlation was found between intelligence and tolerance of ambiguity.

### **2.3 Summary:**

In this chapter, the relevant studies and literature related to tolerance of ambiguity and its correlation with some variables were reviewed. The review of these studies indicated that there were some studies related directly to this study such as the studies of Al Koumy (2000), Lee (1999) Al ‘Abadan (1996). These studies gave the researcher the opportunity to widen his knowledge about the topic in this study. Besides, the related studies enabled the researcher to review the literature. Findings of these studies helped the researcher in dealing with the findings of this study. Moreover, they helped the researcher in choosing the most suitable tolerance of ambiguity scale to be used in this study. The rest of these studies have no direct and close relation with this study, nevertheless, they are beneficial to it.

Finally, the review concluded that there were no studies that took place in Palestine that deals with tolerance of ambiguity and its effect on any variable.

## **Chapter Three**

### **Methodology and procedure**

#### **Introduction**

This chapter focuses on identifying the population and the sample of the study, the research design, instruments, and statistical analysis used for testing the hypotheses and answering the questions of the study. The researcher used the descriptive method for this study.

#### **3.2 Population of the study**

The population of the study consisted of all the 12<sup>th</sup> grade students in Southern Hebron Directorate who were enrolled in the first semester of the Academic year (2005-2006). The population of the study included all the 12<sup>th</sup> grade male and female public secondary schools in the literary, scientific and commercial streams.

The number of the public secondary schools in Southern Hebron Directorate is (34). (17) schools have literary stream only, (2) schools of them are co-educational. (10) schools contain scientific and literary streams. (7) schools have scientific, literary and commercial streams.

The total number of the population is (3428) students. These students are taught the same textbooks at the pre-12<sup>th</sup> grade level for the same period of



time which is (7 years). Students' gender and stream distribution are shown in table (1) below:

Table(1)

Students' gender and stream distribution.

| Gender<br>stream | Male | Female | Total | Percent |
|------------------|------|--------|-------|---------|
| Scientific       | 452  | 309    | 761   | 22.2%   |
| Literary         | 1141 | 1401   | 2542  | 74.2%   |
| Commercial       | 47   | 78     | 125   | 3.6%    |
| Total            | 1640 | 1788   | 3428  | 100%    |

The population of the study is divided into (106) sections. The number of sections, streams, and gender distribution is shown in table(2) below:

Table(2)

Students' gender, stream, sections distribution.

| Gender<br>Sections | Male | Female | Total | Percent |
|--------------------|------|--------|-------|---------|
| Scientific         | 16   | 11     | 27    | 23.9%   |
| Literary           | 38   | 41     | 79    | 69.9%   |
| Commercial         | 3    | 4      | 7     | 6.2%    |
| Total              | 57   | 56     | 113   | 100%    |

### **3.3 Sample of the study:**

The subjects of the study were (11) sections studying at (4) schools for males and females in the first semester of the Academic year (2005-2006). The number of students was selected randomly from the population. All the names of male schools were written on slips of papers, then the researcher took two slips from the box. The same procedure was done for the females schools.

As a result of this procedure, 4 schools were selected: two for males and two for females as appears below:

1. Two public secondary schools for males, one in Yatta area, the other is in Al-Samoa'.
2. Two public schools for females, one is in Yatta area, the other is in Dura area.

The distribution of sample by gender and stream is shown in table(3) below.

Table(3)

Sample distribution by gender and stream.

| Gender<br>stream | Male | Female | Total | Percent |
|------------------|------|--------|-------|---------|
| Scientific       | 62   | 75     | 137   | 40.5%   |
| Literary         | 65   | 84     | 149   | 44.1%   |
| Commercial       | 23   | 29     | 52    | 15.4%   |
| Total            | 150  | 188    | 338   | 100%    |

Besides that, the sample of the study is distributed according to general ability of students in English language in the 11<sup>th</sup> grade as appears below:

- ❖ Excellent 90-100
- ❖ Very good 80-89
- ❖ Good 70-79
- ❖ Satisfactory 60-69
- ❖ Poor less than 60.

Distribution of the sample according to general ability in English is shown in table(4) below.

Table(4)

Distribution of the sample by gender and general ability.

| Gender<br>Achievement | Male | Female | Total | Percent |
|-----------------------|------|--------|-------|---------|
| Excellent             | 11   | 26     | 37    | 11%     |
| Very good             | 22   | 42     | 64    | 19%     |
| Good                  | 22   | 46     | 68    | 20.1%   |
| Satisfied             | 38   | 34     | 72    | 21.3%   |
| Poor                  | 57   | 40     | 97    | 28.6%   |
| Total                 | 150  | 188    | 338   | 100%    |

### 3.4 Instruments of the study:

In order to achieve the objectives of the study, the researcher used two instruments.

1. David Mclains Measurement for tolerance of ambiguity (MSTAT-1). It consists of (22) items, with 7 options Likert-Scale. Number (1) in the scale means that response is strongly disagree, while number (7) means that the response is strongly agree. So when the respondent transfers from number (7) and less than that, this means that the approval at the response is becoming less and less. For example the response on number (3) means that the approval is less than the response on number

(4) and so on. The respondent takes (1) degree if his response is strongly disagree, and (7) degrees if it is strongly agree, thus, the highest total degree is (154) (22X7) and the lowest total degree is (22) (22X1).

## 2. Comprehension Test:

The reading comprehension test was designed by the researcher himself. The reading comprehension passage was taken from the 12<sup>th</sup> grade text book (Revised English Secondary Course).

The reading passage wasn't taught to the students before, this means, it's a new one for them.

The test format consisted of (15) multiple choice questions, with four options (a,b,c,d).

Each question was given one point that is the highest degree is (15) and the lowest is (zero).

### **3.5 Validity of the instruments:**

In order to assure content validity of the reading comprehension test, it was submitted to five experienced secondary school teachers who teach English language for a long period. They were asked by the researcher to evaluate the test, so that it fulfils its purpose, including suitability of the semantic, syntax and structure, appropriateness of level and questions in terms of variety, numbers and objectives. Each one of the teachers made his

modifications, then they all met and discussed the various points, and finally it was agreed in the final copy.

David Maclin's measurement for tolerance of ambiguity was also checked to make sure of its validity. The researcher adapted the translated version, which was translated by Bani-Bakr (1995) in his study entitled (Tolerance of ambiguity and its relation to some personality traits among Yarmouk University Students) in Jordan, However the translated copy was submitted to a number of University teachers to decide whether its valid to be applied in the current study or not, taking into account that the Jordanian environment is similar to the Palestinian one. They were asked by the researcher to give their remarks on the measurement. They all recommended using it in this study.

### **3.6 Reliability of the instruments:**

To assure the reliability of the two instruments, the internal reliability – the extent to which the items of each test correlate with each others, Alpha Cronbach Formula was used for tolerance of ambiguity measurement, Alpha value is 0.60 which is acceptable for the purpose of this study. However it is benefited from the values of reliability of other scales for tolerance of ambiguity such as Budner's scale which consisted of 16 items, its reliability is 0.16 and Macdonald's scale with 0.58 reliability, in addition to that David Mclain scale consisted of (22) items with (7) options for each item, that is to say, this makes it difficult for the respondent to decide. Test-re-test procedure

was used to assure reliability of the reading comprehension test, (33) subjects of the population sat for the reading comprehension test twice. Three weeks is the period between the two tests, and then correlation coefficient for that was calculated, it was found (0.80).

### **3.7 Administration of the tests:**

The two tests were stapled together, so that each student should answer both, otherwise, his test is cancelled. The researcher administered the two tests for the target sample. Test conditions were assured, this include enough seats, extra pens, good light, avoiding noise.

After the students had received test papers, instructions were given to them in the mother tongue language (Arabic). These include:

1. Asking students to fill in the background information, which include gender, stream and average of English language in the 11<sup>th</sup> grad.
2. Time allotted for the two tests is 60 minutes.
3. Circle the correct answer in the reading comprehension test, and the most suitable option in the tolerance of ambiguity scale.

Finally, administration of the test was held during the first semester of the Academic Year 2005-2006.

Statistical package for social science (SPSS) program was used in data processing in this study. Means, standard Deviations, ANOVA, Scheffi test Pearson Correlation Coefficient were used to answer the question, and to test the hypotheses of the study.

### **3.8 Summary:**

This chapter is devoted to the study methodology and procedures. The chapter described in details the population and the sample of the study. Respondents' distribution according to stream, gender and general ability is shown.

A detailed description of the instruments and their validity and reliability are also included in this chapter. Finally the chapter was concluded by giving a full description of the process of data collection, administration of the tests, and the statistical analysis in the study.



## **Chapter Four**

### **Research Results**

#### **4.1 Introduction**

In this chapter, the researcher presents the results of the study.

#### **4.2 Results of the study**

##### **Question number (1)**

What can the correlation matrix inform us about the relationship between tolerance of ambiguity, reading comprehension, and general ability in English Language?

Three hypotheses were derived from this question they are:

1. There is no statistical significant relationship at level of ( $\alpha \leq 0.05$ ) between the degrees of tolerance of ambiguity and FL reading comprehension.
2. There is no statistical significant relationship at the level of ( $\alpha \leq 0.05$ ) between tolerance of ambiguity and the students' general ability in English.
3. There is no statistical significant relationship at the level of ( $\alpha \leq 0.05$ ) between students general ability in English language and reading comprehension skill.

Table(5) below shows Pearson Correlation Coefficient among tolerance of ambiguity, reading comprehension, and general ability in English language.

Table(5)

Pearson Correlation Coefficient between tolerance of ambiguity, reading comprehension and general ability.

|   | <b>Tolerance of ambiguity</b> | Reading comprehension | General Ability |
|---|-------------------------------|-----------------------|-----------------|
| Tolerance of ambiguity<br>(Pearson correlation) | 1.000                         | 0.29*                 | 0.28**          |
| Reading comprehension<br>(Pearson correlation)  | 0.29***                       | 1.000                 | 0.77**          |
| General Ability<br>(Pearson correlation)        | 0.28**                        | 0.77**                | 1.00            |

\*\* correlation is significant at 0.01 level.

As seen above in table(5) Pearson Correlation Coefficient between tolerance of ambiguity and reading comprehension is (0.29). Pearson Correlation Coefficient between tolerance of ambiguity and general ability is (0.28). And Pearson Correlation Coefficient between general ability and reading

comprehension is (0.77). All the above values are considered statistically significant at the level of ( $\alpha \leq 0.01$ ) which is a very strong correlation and all above null hypotheses were rejected.

## Question number (2)

Are there any significant differences in the degree of tolerance of ambiguity due to the learners' stream. (scientific, literary, commercial).

The hypothesis derived from this question is:

There are no significant differences in the degree of tolerance of ambiguity at the level of ( $\alpha \leq 0.05$ ) due to the learners' stream. (scientific, literary, commercial). Table(6) shows means and standard deviation for tolerance of ambiguity according to stream.

Table(6)

Means and Standard deviations on tolerance of ambiguity test by stream.

| Stream     | N   | Mean | Std Deviation |
|------------|-----|------|---------------|
| Scientific | 137 | 4.34 | 0.8035        |
| Literary   | 149 | 4.13 | 0.5916        |
| Commercial | 52  | 4.16 | 0.6453        |
| Total      | 338 | 4.22 | 0.6981        |

Then the research used ANOVA to check the above results, this appears in table(7) below:

Table(7)

One Way Analysis of Variance by Stream.

|                | <b>Sum<br/>of squares</b> | Df  | Mean<br>square | F     | Sig   |
|----------------|---------------------------|-----|----------------|-------|-------|
| Between groups | 3.403                     | 2   | 1.702          | 3.544 | 0.030 |
| Within groups  | 160.839                   | 335 | 0.480          | -     | -     |
| Total          | 164.243                   | 337 | -              | -     | -     |

Table(7) shows ANOVA results, which tested the significance of ambiguity and stream results indicate in table (6) above, the “F” value is (3.544). This means that its statistically significant at the level of ( $\alpha \leq 0.05$ ) which shows that the null hypothesis is rejected.

In order to test the significance of differences, the researcher used Sceftee Test as appears in table (8) below:

Table(8)

Scheffee Test by Stream

| Stream     | Scientific | Literary | Commercial |
|------------|------------|----------|------------|
| Scientific | -          | 0.21*    | 0.18       |
| Literary   | 0.21*      | -        | 0.03       |
| Commercial | 0.18       | 0.03     | -          |

Results on table (8) shows that the differences are significant between students on the scientific stream, However the other differences aren't

significant. Going back to table (6) we find that means of the scientific stream are higher than means of the literary stream. That is to say, students in the scientific stream tolerate ambiguity more than students in the literary stream.

**Question number (3).**

Are there any significant differences in the degree of tolerance of ambiguity due to the learners' gender?

The hypothesis derived from this question is there is no significant differences in the degree of tolerance of ambiguity at the level of ( $\alpha \leq 0.05$ ) due to gender.

Table(9) shows means and standard deviations to the degree of tolerance of ambiguity according to gender:

Table(9)

Means and standard Deviations on tolerance of ambiguity by gender.

| Gender | N   | means   | Std Deviation |
|--------|-----|---------|---------------|
| Male   | 150 | 4.0848  | 0.6502        |
| Female | 188 | 4.03240 | 0.7183        |
| Total  | 338 | 4.2179  | 0.6981        |

To test whether differences are significant or not, the researcher used ANOVA as appears in table (10) below:

Table(10)

One Way Analysis of Variance on tolerance of ambiguity by gender.

|                | Sum of Squares | df  | Means Squares | F      | Sig   |
|----------------|----------------|-----|---------------|--------|-------|
| Between groups | 4.771          | 1   | 4.771         | 10.053 | 0.002 |
| Within groups  | 159.472        | 336 | 0.475         | -      |       |
| Total          | 164.243        | 337 | -             | -      |       |

Table (10) above shows the results of ANOVA on tolerance of ambiguity and gender. Results in table(10) shows that (F) value is (10.053) which is significant at ( $\alpha \leq 0.02$ ) . Taking in consideration that the mean squares of female students as appears in table (9) is higher than mean squares of male students, this indicates that female students tolerate ambiguity more than male students.

**Question number(4):**

How do the participants respond to the items of tolerance of ambiguity scal used in this study?

To answer this question, the researcher calculated means and standard deviations of each item of the scale. They were ordered descendly according to means and standard deviations as appears in table (11) below:

Table (11)

Means and standard Deviations of each item of tolerance of ambiguity scale.

| No  | item | Means  | Std Deviation |
|-----|------|--------|---------------|
| 1.  | 4    | 5.3018 | 2.1330        |
| 2.  | 17   | 4.5799 | 2.1914        |
| 3.  | 1    | 4.5621 | 1.9979        |
| 4.  | 5    | 4.5414 | 2.1652        |
| 5.  | 9    | 4.4497 | 1.9923        |
| 6.  | 13   | 4.4467 | 2.1827        |
| 7.  | 20   | 4.4379 | 2.1021        |
| 8.  | 2    | 4.3787 | 2.0056        |
| 9.  | 14   | 4.3047 | 2.2589        |
| 10. | 11   | 4.2840 | 2.0976        |
| 11. | 7    | 4.2456 | 2.0093        |
| 12. | 15   | 4.1834 | 2.1698        |
| 13. | 18   | 4.1746 | 2.1201        |
| 14. | 19   | 4.1509 | 2.1934        |
| 15. | 10   | 4.0917 | 2.2289        |
| 16. | 21   | 4.0592 | 2.2079        |
| 17. | 3    | 4.0533 | 2.2873        |
| 18. | 12   | 4.0266 | 2.2662        |
| 19. | 6    | 3.9142 | 2.2224        |
| 20. | 8    | 3.8669 | 2.2147        |
| 21. | 22   | 3.8314 | 2.1331        |
| 22. | 16   | 3.7840 | 2.3016        |

Table (11) shows means and standard deviations of each item of David Mclain's tolerance of ambiguity measurement. It shows that item number(4) has got the highest mean (5.3018), the item says " I am Attracted towards situations that have more one explanation". Then comes item number (17) (4.5799) which says " I find pleasure in understanding the complex problems".

Whereas item number(16) got the lowest mean (3.7840). The item says" I hate ambiguous situations". Then the second lowest mean (3.8314) is item number (22) which says " I prefer situations which have a kind of ambiguity".

### **4.3 Summary:**

The researcher in this chapter presented the results of the study, these results are supported by statistical tables . The results shed some light on the questions and hypotheses of the study .

Means, standard deviations, ANOVA, scheffe test Person Correlatin Coefficient, were used in the statistical analysis.



## **Chapter Five**

### **Discussion of the results and recommendations.**

#### **5.1 introduction**

This chapter includes discussion of the results of the study related to relationship between FL reading comprehension and tolerance of ambiguity among 12<sup>th</sup> grade students in Southern Hebron Directorate. In addition to that the discussion deals with the degree of tolerance of ambiguity and its relation with some variables namely, stream (scientific, literary, commercial), and gender. It also discusses the responses of the participants on tolerance of ambiguity scale used in the study.

This chapter also presents a group of recommendations that were derived from the results of the study, as this study is the first one in Palestine according to the knowledge of the researcher. Finally, suggestions for further studies were also presented.

#### **5.2 Discussion of the results**

**First:** Discussion of the results of the first question of the study which says “what can the correlation matrix inform us about the relationship among tolerance of ambiguity, reading comprehension skill and general ability in English Language”?

Three hypotheses were derived from the above question, they are hypothesis number one which says “there is no statistical significant relationship at the

level of ( $\alpha \leq 0.05$ ) between tolerance of ambiguity and FL reading comprehension”.

Hypothesis number two which says “ there is no statistical significant relationship at the level of ( $\alpha \leq 0.05$ ) between tolerance of ambiguity and general ability. Hypothesis number three which says “there is no stastical relationship between reading comprehension skill and general ability in English at the level of ( $\alpha \leq 0.05$ ) .

Table “5” shows that there is correlation between tolerance of ambiguity and reading comprehension skill (0.29). It also shows that there is correlation between tolerance of ambiguity and general ability (0.28). And also, it shows that there is correlation between general ability and reading comprehension skill (0.77), all the above values are considered statistically significant at the level of ( $\alpha \leq 0.01$ ) which is a very strong correlation, this means that all the above null hypotheses were rejected.

Although reading comprehension needs high order rationale to be understood, it also needs control over the psychological factors. So, in order to succeed in FL learning and consequently, in reading comprehension skill as part of the whole process, the learner needs high tolerance of ambiguity as a psychological factor.

In addition to that a lot of specialists and theoreticians of FL learning consider tolerance of ambiguity an essential factor inorder to succeed in FL learning (Lee,1999; Reiss,1995; Lew,1984).

The above result agrees with the findings of Al Koumy (2000) who studied the differences in foreign language reading comprehension among high, middle and low ambiguity. It also agrees with the finding of Lee (1999) Who studied the effects of tolerance of ambiguity on the writing skill.

However, the finding of the study in this aspect disagrees with the results of Al 'Abadan(1995) who found no relationship between tolerance of ambiguity and the reading comprehension skill.

**Second:** Discussion of the results related to the second question which says “Are there any significant differences in the degree of tolerance of ambiguity due to the learners’ stream?”

This question was converted to the null hypothesis “ There are no significant differences at the level of ( $\alpha \leq 0.05$ ) in the degree of tolerance of ambiguity due to the learners’ stream.

Table(7) shows ANOVA results, which tested the significance of ambiguity tolerance and stream. The “F” value is (3.544), this means that its statistically significant at the level of ( $\alpha \leq 0.05$ ) which shows that the null hypothesis is rejected. The Scheffee test results as appear in table (8) indicate that the students in the scientific stream tolerate ambiguity more than students in both literary and commercial streams.

This is a logic and natural result, if we have already known that students in the scientific stream have some characteristics that help them in the learning process, among these:

1. They are the best students, they were chosen according to their averages in math and science in the tenth grade.
2. These students depend on problem-solving strategies. This leads them to face ambiguities and difficulties with the different subjects they study.
3. They have the ability to analyse more than memorization. This helps them in dealing with contradictory and complex situations.
4. The subjects they study help them in mental exercises, this means that they are able to solve complex problems and to feel fairly comfortable and not threatened.
5. They have the ability to learn under pressure and stress.
6. Competition among these students is high.

This result agrees with the findings of Al'Adara (2005) who studied "the syntactic errors and their causes in the writing comprehension of the 11<sup>th</sup> grade students at Southern Hebron Directorate. And also it agrees with the findings of Hosheih (2004) who studied "The preferred Approach to learning English by the 10<sup>th</sup> and 11<sup>th</sup> grade students at Hebron Schools".

**Third:** Discussion of question number three which says "Are there any significant differences in the degree of tolerance of ambiguity due to the learners' gender?". This question was converted to the null hypothesis "There are no statistical differences at the level of ( $\alpha \leq 0.05$ ) in the degree of tolerance of ambiguity due to the learners' gender".

Table (10) shows the “F” value is (10.053) which is significant at ( $\alpha \leq 0.02$ ). Taking in consideration that the mean squares of female students as appears in table (9) is higher than mean squares of male students, this indicates that female students tolerate ambiguity more than male students.

In order to try to explain the above result, the researcher would say that:

1. The social restrictions that are imposed on girls leads them to challenge their social status quo.
2. The failure of female student means that she will face a traditional marriage planned and executed by her parents, while succeeding on learning means going to university and having a better chance to get married with the one she likes.
3. Females, by nature, are more patient, this appears when rising up children and when giving birth.
4. Female students are more motivated in learning than male students, this leads them to try to live under pressure while learning.

The result of this study in the above variable disagrees with the findings of Kishor and Pandey (1982) who found that there was no relationship between tolerance of ambiguity and sex and anxiety. Also it disagrees with the findings of Bani-Bakr(1995) who found no significant effect on sex, residence or the interaction between them and tolerance of ambiguity.

**Fouth:** Discussion of question number four which says “How do the participants respond to the items of tolerance of ambiguity scal used in this study?”

Table (11) shows that item four which says “I am attracted to situations that have more than one explanation” got the highest mean (5.3018). Then comes item number (17) which says “I find pleasure in understanding the complex problems”.

The explanation of this in the researcher’s point of view is that the key words that are used, mainly “attracted” and “pleasure“ in these two items attracted the participants, if we understand that they are in the adolescence stage. Moreover the researcher would claim that the language which was used in these two items agrees with the topic dealt with and the situation we live.

However, table(11) also shows that item (16) got the lowest mean (3.7840). The item says “I hate ambiguous situations”. Then the second lowest mean (3.8314) item number (22) which says “I prefer situations which have a kind of ambiguity”.

This is a logic result, if we take in consideration that the clear language which was used in item “16” led the participants to avoid choosing it, put the key word in item “22” (prefer) made the participants perplexed. In addition to that the above two item came at the end of the scale specially item “22”, this made the participants neglected it.

### **5.3 Conclusion**

The purpose of this study was to investigate the relationship between FL reading comprehension and tolerance of ambiguity. So it aimed at obtaining answers for the study question and testing the hypotheses of the study.

In the hypotheses of the study results, the researcher can conclude the followings:

1. There is a relationship between FL reading comprehension and tolerance of ambiguity. This means that students who tolerate ambiguity are able to do well in reading comprehension, consequently they are able to do well in learning FL.
2. There is a relationship between the students general ability in English and tolerance of ambiguity. This means that students who tolerate ambiguity are able to achieve better than students who are less able to tolerate ambiguity.
3. There is a relationship between reading comprehension and general ability this is a logic result if we understand that the most important skill in any language is reading comprehension.
4. There are significant differences in the degrees of tolerance of ambiguity due to the stream. That is to say, the scientific stream students tolerate ambiguity more than both literary and commercial streams.

5. There are significant difference in the degree of tolerance of ambiguity due to gender in favor of females.
6. The responses of the participants on David Maclain's tolerance of ambiguity scale shows that items "4" and "17" got the highest means and item (22) (16) got the lowest means.



## 5.4 Recommendations

On the basis of the results of the present study, one can conclude that ambiguity tolerance is essential for foreign language reading comprehension. Therefore EFL teachers must take this variable into account, above all teachers should help students develop a reasonable degree of tolerance of ambiguity. So the researcher would recommend the following:

1. Creating classroom atmosphere on which low ambiguity tolerance students can move forward without fear from failure or criticism from the teacher or other students.
2. Discussing fears of ambiguity with students so as to deliberately draw their attention to the fact that such fears are rootless and useless.
3. Ask students to write about ambiguous situations so as to help them solve their problems in this field.
4. Teachers should train students to benefit from outside reading. This help them deal with various reading texts or passages.
5. Teachers must emphasize the process of reading comprehension early from the beginning. This act may reduce ambiguity in the reading passage.
6. Because scientific stream students are better than other streams, the Ministry of Education and higher Education must design Curriculum

for scientific stream and another curriculum for the commercial and literary streams. The student shouldn't be taught the same material.

Finally, the researcher would like to suggest the following fields for further studies:

1. To investigate the relationship between tolerance of ambiguity and learning foreign language in general.
2. To investigate the effect of tolerance of ambiguity on the writing skill in English language.
3. To investigate the effect of tolerance of ambiguity and the general ability in the Arabic language.
4. To investigate the effect of tolerance of ambiguity on students at different levels.
5. To investigate the relationship among anxiety, risk-taking, tolerance of ambiguity and the foreign language proficiency.

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## ملخص الدراسة

العلاقة بين مهارة القراءة الاستيعابية في اللغة الأجنبية وتحمل الغموض لدى طلبة الصف الثاني الثانوي في مديرية جنوب الخليل .

هدفت الدراسة الحالية الى فحص العلاقة بين مهارة القراءة الاستيعابية في اللغة الاجنبية وتحمل الغموض لعينة من طلاب الصف الثاني الثانوي في مديرية جنوب الخليل. تكون مجتمع الدراسة من جميع طلاب الصف الثاني الثانوي بجميع فروع (العلمي، الادبي، والتجاري) المسجلين في الفصل الدراسي الأول من العام الدراسي 2005-2006م. حيث كان عددهم 3428 ذكورا واناثا، حيث تكونت عينة الدراسة من 338 طالبا.

كان الهدف من الدراسة الاجابة على الاسئلة التالية:

1 -بماذا تخبرنا مصفوفه الارتباط عن العلاقة ما بين كل من تحمل الغموض، مهارة القراءة الاستيعابية في اللغة الانجليزية كلغة اجنبية والتحصيل العام لدى الطلبة في مادة اللغة الانجليزية.

2 -هل توجد فروق ذات دلالة إحصائية في درجة تحمل الغموض تعزى الى الفرع (العلمي، الادبي، التجاري)؟

3 -هل توجد فروق ذات دلالة إحصائية في درجة تحمل الغموض تعزى إلى جنس المتعلم؟

4- ما هي استجابات المشاركين في البحث على فقرات مقياس تحمل الغموض

المستخدم في هذه الدراسة؟

وقد انبثقت عن هذه الأسئلة عدة فرضيات صفرية، وللتحقق منها استخدم الباحث

أداتين وهما:

1- مقياس دافد ماكلين لتحمل الغموض.

2- امتحان قراءة استيعابية من تصميم الباحث نفسه.

تكونت الأداة الأولى من (22) فقرة وسبع خيارات حسب مقياس ليكرت. أما قطعة القراءة

الاستيعابية فقد تكونت من (15) سؤالاً من نوع الاختيار من متعدد بحيث يكون لكل سؤال

أربعة اختيارات.

ومن أجل التحقق من صدق الامتحانين، فقد عرض امتحان القطعة الاستيعابية

على مجموعة من معلمي الصف الثاني الثانوي من ذوي الخبرة، بالنسبة للنسخة المترجمة

من مقياس دافد ماكلين فقد تم التحقق من صدقها وذلك بعرضها على مجموعة من معلمي

الجامعات. أما بالنسبة للثبات فقد تم حسابه باستخدام معادلة كرونباخ الفا بالنسبة لمقياس

تحمل الغموض وبلغت (0.60). بخصوص ثبات امتحان القراءة الاستيعابية فقد تم التحقق

منه بطريقة الاختبار وإعادة الاختبار لنفس الامتحان وكانت النتيجة (0.80) أما المعالجة

الإحصائية فقد تمت باستخدام برنامج (SPSS) حيث تم حساب المتوسطات والانحرافات

المعيارية وتحليل التباين الأحادي واختبار شيفية ومعامل ارتباط بيرسون. تمخضت عن

هذه الدراسة النتائج التالية:

1 - يوجد ارتباط إيجابي بين مهارة القراءة الاستيعابية وتحمل الغموض وذلك بناء على علامات الطلاب في كلا الامتحانين، حيث كان معامل ارتباط بيرسون (0.29)

2 - يوجد ارتباط إيجابي بين التحصيل العام للطلبة في مادة اللغة الإنجليزية وتحمل الغموض وكان معامل ارتباط بيرسون (0.28)

3 - يوجد ارتباط إيجابي بين مهارة القراءة الاستيعابية والتحصيل العام للطلبة، وكان معامل ارتباط بيرسون (0.77).

4 - توجد فروق ذات دلالة إحصائية في درجة تحمل الغموض تعزى الى الفرع (علمي، أدبي، تجاري) ولصالح الفرع العلمي.

5 - توجد فروق ذات دلالة إحصائية في درجة تحمل الغموض تعزى لمتغير الجنس ولصالح الإناث.

6 - الفقرتان اللتان حصلتا على أعلى متوسطان حسابيان هما الفقرة رقم 4 ورقم 17، أما الفقرتان رقم 16 ورقم 22 فقد حصلتا على أدنى متوسطين حسابيين وذلك حسب استجابات المشاركين لمقياس تحمل الغموض المستخدم في هذه الدراسة.

اعتمادا على ما سبق من نتائج فقد أوصى الباحث بعدة توصيات وهي:

1 - خلق جو صفي بحيث يتمكن الطلبة ذوي تحمل الغموض المنخفض من التقدم الى الامام دون الخوف من الفشل او من النقد من قبل معلمهم او زملائهم.

2 - مناقشة مخاوف الطلبة المتعلقة بتحمل الغموض وذلك لجلب انتباههم أن هذه المخاوف ليس لها اساس.

3-الطلب من الطلاب الكتابة حول موضوع الغموض وذلك لحل مشاكلهم في هذا الموضوع.

4-تدريب الطلاب على الاستفادة من القراءة الخارجية بهدف التنويع في المادة المقروءة.

5-يجب على المعلمين التأكيد على مهارة القراءة الاستيعابية مما يساعد على تقليص درجة الغموض.

6-أن تقوم وزارة التربية والتعليم العالي بتصميم مناهج لغة إنجليزية خاصة بالفرع العلمي وأخرى خاصة بالفرعين الأدبي والتجاري لتتناسب مع مستوى كل منهم.

# Appendix A

## بسم الله الرحمن الرحيم

أخي الطالب/أختي الطالبة.

يقوم الباحث بدراسة تهدف إلى معرفة " العلاقة بين تحمل الغموض ومهارة القراءة الاستيعابية في

اللغة الإنجليزية لدى طلبة الثاني الثانوي في مديرية جنوب الخليل " بغرض استكمال متطلبات

الحصول على درجة الماجستير في أساليب التدريس من جامعة القدس/ ابو ديس

يشير مفهوم الغموض إلى "ميل الفرد لتقبل الأوضاع الصعبة والمعقدة والمقدرة على تحمل الضغوط

والمخاطر. ويوجد أمام كل عبارة (7) فئات مدرجة من 1-7 حيث يعني الرقم (1) انك تعارض العبارة

بشكل شديد والرقم (7) انك توافق على العبارة بشكل شديد والرقم (6) مثلا يعني انك توافق على

العبارة ولكن بصورة اقل من الرقم (7) وهكذا...

يرجى قراءة كل عبارة بعناية ودقة والإجابة عليها بصدق وصراحة، وذلك بوضع دائرة حول الرقم

الذي يصف موقفك بدقة. كذلك يرجى قراءة قطعة الاستيعاب المرفقة والإجابة عن الأسئلة التي تليها

وذلك بوضع دائرة حول رمز الإجابة الصحيحة. شاكرين لك تعاونك البناء سلفا، علما بان جميع

الإجابات ستحاط بالسرية التامة وهي لأغراض البحث العلمي فقط.

ملاحظة: يرجى عدم ذكر الاسم.

معلومات عامة.

أنثى

ذكر

الجنس:

تجاري

أدبي

علمي

الفرع:

معدل اللغة الإنجليزية في الصف الأول الثانوي

الباحث :

عبد الشافي يونس صيام

بسم الله الرحمن الرحيم

مقياس "David MacLain" لتقبل الغموض

| معارض بشدة.....موافق بشدة |   |   |   |   |   |   | العبارة  | الرقم |
|---------------------------|---|---|---|---|---|---|--|-------|
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | قدرتي ضعيفة على تحمل المواقف الغامضة                                       | 1.    |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | من الصعب علي أن أتصرف في المواقف غير المتوقعة                              | 2.    |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | لا اعتقد أن المواقف الجديدة تهددني أكثر من المواقف المألوفة                | 3.    |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | انجذب إلى المواقف التي يمكن أن تفسر بأكثر من طريقة                         | 4.    |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أتجنب حل المشكلات التي يجب أن ينظر إليها من زوايا متعددة ومختلفة           | 5.    |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أحاول تجنب المواقف الغامضة   | 6.    |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أستطيع التعامل بفاعلية مع المواقف التي يصعب التنبؤ بها                     | 7.    |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أفضل المواقف المألوفة على الجديدة  | 8.    |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | لا أشعر بالتهديد حيال المشكلات التي يمكن النظر إليها من أكثر من زاوية      | 9.    |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أتجنب المواقف شديدة التعقيد التي لا يسهل علي فهمها                         | 10.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أتحمل المواقف الغامضة  | 11.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | استمتع بمعالجة المشكلات التي يصل بها الغموض إلى حد التعقيد                 | 12.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أحاول تجنب المشكلات التي يبدو أن لها أكثر من حل                            | 13.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أجد نفسي أحاول البحث عن ما هو جديد أكثر من أن أحافظ على الاستقرار في حياتي | 14.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أفضل المواقف الجديدة على المواقف المألوفة                                  | 15.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أكره المواقف الغامضة   | 16.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أجد متعة في محاولة فهم المشكلات المعقدة                                    | 17.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | لا أجد صعوبة في التكيف مع الحوادث المفاجئة                                 | 18.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | استمر في محاولة حل المشكلات المعقدة التي يجدها بعض الناس "توجع الرأس"      | 19.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أجد من الصعب أن اختار عندما تكون النتيجة غير مضمونة                        | 20.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | استمتع بالمواقف المفاجئة   | 21.   |
| 7                         | 6 | 5 | 4 | 3 | 2 | 1 | أفضل الموقف الذي يعتريه بعض الغموض   | 22.   |



## Reading Comprehension Test

**I- Read the following passage carefully then answer the questions that follow. (15 points).**

In 1903 the Curies were awarded The Noble Prize for their work , but their happiness was not to last In 1906 Piere was Knocked down in a road accident and killed, instantly .

Marie was thirty-eight ,with two young daughters . The university offered her her husband's post as a Professor of Physics; she accepted, becoming the university's first woman professor. She founded a special institute for the study of radioactivity, and during the first world war she became particularly interested in its application to X-rays for medical purposes. In 1911 she was awarded The Noble Prize a second time, an honor which had been given to no one before.

At the end of the war, Poland won its independence, and Marie returned home for the first time in

nearly thirty years. She made several more visits to Poland , and each time she was received with the greatest enthusiasm. In 1932 she paid her last visit, to open the great Radium Institute in Warsaw ounded in her honor. In 1934 she died, worn out by hard work , and by the deadly effects of radioactivity which she had exposed her self to over so many years. Tragically she did not live long enough to see the award of the Noble Prize for the third time to a member of her family , this time to her daughter Irene in 1935.

**Questions: Draw a circle round the correct option of the following items .**

- 1)- The Curies happiness was not to last because :  
a- they died      b- they were divorced      c-Marie was dead      d- Pierre was killed
- 2)- The suitable title for the above extract could be :  
a- The Curies      b- The Noble Prize      c- Pierre Curie      d- Poland
- 3)- The pronoun her line "3" refers to :  
a- Marie      b- Pierre      c- Marie's job      d- Pierre's job
- 4)- When Marie accepted to take her husband's post , she was :  
a- twenty-eight      b- forty-eight      c- thirty-eight      d- sixty-eight
- 5)- The Curies were awarded the Noble Prize:  
a-one time      b- two times      c- three times      d- four times
- 6)- When Marie worked at the university , she was the ..... To do that .

a- first woman in Poland b- second woman in Poland c- first woman in the world d- only woman in Poland

7)- Irene ..... the Noble Prize in 1935 .

a- awarded b- is awarded c- was awarded

d- awards

8)- Ahmad is interested ..... learning Arabic .

a- on b- at c- by

d- in

9)-Marie paid her last visit to Poland in 1932 to open :

a- a school b- a college c- a hospital

d- an institute

10)- In 1934 , Marie died because of :

a- hard work b- the effects of radioactivity c- happiness

d- a+b

11)-The word "Tragically " line 12 " means :

a- happily b- sadly c- funny

d- fortunately

12)- In 1935, Marie didn't attend the party on which her daughter was given the Noble Prize because she was:

a- abroad b- at hospital c- dead

d- working

13)- Marie original nationality was :

a- Portuguese b- Peruvian c- Polish

d- Papuan

14)- The new material which has a deadly radioactivity is :

a-Steel b- Brass c- Iron

d- Radium

15)- The sentence " she was received with the greatest enthusiasm " line " 10" means :

a- She was happy to come to Poland .

b- She welcomed people warmly .

c- She was welcomed warmly .

d- People didn't welcome her warmly .

