The Relationship between Risk-Taking and Reading Comprehension of Iranian EFL Learners with Different Language Proficiency Levels

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Learning a foreign language is a demanding task. Reading comprehension as one of the important language skills has been the scholars' center of attention. There are some factors related to it. Risk-taking as a complicated phenomenon is a factor in the second language (L2) learning that can affect learners' progress. Different people have different degrees of it, so it can be investigated in order to find its relationship to reading comprehension. To this end 58 EFL university students with different levels of language proficiency were selected. Firstly the Oxford Placement Test was given to the students to identify their level of language proficiency. They were divided into three levels (elementary, intermediate and advanced). The current study used a risk-taking questionnaire and reading comprehension passages as the instruments of data collection that were distributed to Iranian language students. It showed different results for three levels that are discussed in the following chapters. Based on the findings of this study, recommendations are provided for further research. Pedagogical implications are also discussed, including the recommendation to assess students' study techniques throughout the academic year in order to encourage students' risk-taking behavior.

The findings of this study would be beneficial for EFL language teachers and students in their academic needs