

The Effect of Risk-Taking and Tolerance of Ambiguity on Iranian EFL Learners' Reading Comprehension of IELTS Passages

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The present study aimed at exploring the effect of learners' individual differences, namely risk taking and tolerance of ambiguity on their reading comprehension of IELTS passages. The participants of the study consisted of 38 EFL learners taking IELTS preparation course at Iranian English Language Institute in Rasht. The students did not undergo any homogeneity test since they were the only students used for the purpose of the study. Two sets of personality questionnaires in the Likert-scale for measuring learners' risk taking and tolerance of ambiguity were used to categorize the participants into two groups of RT and AT. Since the purpose of the present research was to investigate the effect of personality types or traits on the students' comprehension, an experiment that was the same for both groups was carried out. A reading comprehension posttest was employed to know the performance of two groups. The assumption of normality was used to make sure that the scores on the dependent variable were normally distributed. To explore the effect of risk taking and ambiguity tolerance on reading comprehension, an Independent Samples t test was run. The results showed that learners with ambiguity tolerance outperformed the risk-taking learners in their reading comprehension ability. The findings can be practically used by EFL teachers in dealing with students of different personality factors.

Keywords : Risk-Taking, Tolerance of Ambiguity

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