

## **The Relationship between Risk-Taking and the Syntactic Complexity and Grammatical Accuracy of the Iranian Intermediate EFL Learners' Descriptive and Expository Writing**

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### **Abstract**

The present study investigated the effects of risk-taking on language learners' tendency to complexity or accuracy in descriptive and expository writing tasks. For this purpose, 185 EFL students took a TOEFL, wrote two compositions and filled out a risk-taking questionnaire. Out of this number, 118 subjects were almost at the same level of language proficiency. The researchers divided these subjects into three subgroups of low, moderate and high risk-takers. Analysis of Variance was used to investigate the relationship between risk-taking, syntactic complexity and grammatical accuracy in both writing tasks. The results did not show any significant relationship between risk-taking, syntactic complexity and grammatical accuracy in the writing tasks. However, in both writing tasks low risk-takers tended to be more accurate than others. Moreover, the moderate and high risk-takers tended to write more complicated structures than the low risk-takers. The findings have some implications for language pedagogy and testing.

**Key Words:** Risk-Taking - Syntactic Complexity - Grammatical Accuracy- Descriptive Writing - Expository Writing

## 1. Introduction

L2 writing is a complex process. Li (2000) believes that there are obvious trade-off effects between linguistic complexity and grammatical accuracy in L2 learners' writing. He continues that the fact that while these learners produce linguistically more complex texts, they pay less attention to grammatical accuracy, and vice versa, reflects to a great extent the complexity of L2 writing. He concludes that "such trade-off effects may be attributed to the information-processing constraints of writing in a second language which require learners to allocate attention to particular goals at the expense of other goals" (Li, 2000, p. 242). Second language learners, particularly those with limited proficiency, find it difficult to attend to meaning and form at the same time and thus have to make decisions about how to allocate their attention by prioritizing one aspect of language over others (Anderson, 1995; Skehan, 1996; Van Patten, 1990; as all cited in Yuan & Ellis, 2003).

Risk-taking, on the other hand, is an important personality factor in language learning (Brown, 1994). Beebe (1983, as cited in Seliger, 1983, p. 39) describes risk-taking as "a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is possibility of failure". She believes that "you take a risk every time you open your mouth in a foreign language, or for that matter in any learning situation where you are called on to perform...Without realizing it, even the most conservative individual takes risks" (Seliger, 1983, p. 39). She mentions that risk-taking is important in both classroom and natural setting. Brown (1994) believes that "risk-taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong" (Brown, 1994, p. 140).

According to Jonassen and Grabowski (1993), risk-takers are process-oriented and have more tolerance for errors than cautious people. In addition to these characteristics, risk-takers are said to be process-oriented, to have high tolerance for errors, and to like to try out new things, whereas cautious people are said to be product-oriented, to possess low tolerance for errors, and to be impatient with trial-and-error. In other words, risk-takers tend to use more complex structures in their production, and tend to accept more errors; consequently, they have a tendency to be less accurate in their productive skills.

Scott (1996) points out that "while narrative and descriptive tasks can be valuable for developing communicative language skills, they do not necessarily involve complex cognitive functioning. That is, students do not have to grapple with ideas or concepts" (Scott 1996, p. 151). She states that "expository or argumentative tasks, on the other hand, are more cognitively demanding. Expository tasks consist of collecting information and understanding it well enough to explain cause and effect, likeness and contrast, problems and solutions" (Scott, 1996, p. 151). It implies that descriptive as well as narrative tasks are the least cognitively demanding ones, whereas expository as well as argumentative tasks are the most cognitively demanding writing tasks.

Considering the characteristics of risk-takers, on the one hand, and the complexity of L2 writing process in which learners pay attention to one of the aspects of complexity or accuracy at the expense of the other one, on the other hand, the present study tried to investigate whether there was a relationship between L2 learners' level of risk-taking and their tendency to complexity or to accuracy.

Extensive research has been carried out on risk-taking. Most of the studies related to risk-taking have attempted to investigate the relationship between this personality factor and situational and individual factors as well

as other personality factors. The following is a summary of the results of some studies about the role of risk-taking in learning and education. In a study on the effects of pay-off and task context on academic risk-taking, Clifford and Chou (1991) found that both variable pay-off and game context increased the level of academic risk-taking. In a study on the relationship between risk-taking and EFL reading comprehension, Moghadasian-Rad (1994) found that risk level of EFL language learners did affect their grades in reading comprehension. Beebe (1983, as cited in Seliger, 1983) carried out a comprehensive research on the relationship between risk-taking and interviewer ethnicity, accuracy and avoidance. She found that all these situational factors could affect risk-taking level of the interviewees. Clifford (1990, as cited in Jonassen & Grabowski, 1993) found that students chose more difficult problems when the number of points offered increased with the difficulty of the problem and when a risk-taking task was presented within a game or practice situation.

None of the studies on risk-taking mentioned in the previous paragraph investigated the relationship between this personality factor and syntactic complexity or grammatical accuracy in writing tasks. So, the researchers tried to investigate this topic that had not been touched before. The study tried to see whether the Iranian EFL learners' tendency to complexity or accuracy in two cognitively-demanding different writing tasks - descriptive and expository - could be attributed to their risk-taking level or not. As a matter of fact, the present study attempted to answer the following research questions:

- 1- Is there any relationship between risk-taking and the syntactic complexity of the Iranian intermediate EFL learners' descriptive writing?
- 2- Is there any relationship between risk-taking and the grammatical accuracy of the Iranian intermediate EFL learners' descriptive writing?

- 3- Is there any relationship between risk-taking and the syntactic complexity of the Iranian intermediate EFL learners' expository writing?
- 4- Is there any relationship between risk-taking and the grammatical accuracy of the Iranian intermediate EFL learners' expository writing?

## **2. Method**

### **Participants**

The subjects who took part in the present study were 403 Iranian EFL students from three universities in Iran; 185 subjects from Lorestan University (45.9%), 112 ones from Tehran University (27.8%), and 106 EFL learners from Allameh Tabatabaee University (26.3%). The subjects were both male (37.2%) and female (62.8%). All the 403 subjects from the three universities filled out the Persian version of Venturesomeness subscale of Eysenck's IVE Questionnaire. Only 185 subjects - those from Lorestan University - took the TOEFL and wrote two different compositions.

### **Apparatus**

In the present study we used the following tests and tasks as the instruments to measure different variables of the study. We administered a standardized TOEFL (1995) to measure the subjects' general language proficiency. Also, we utilized the Persian version of Venturesomeness subscale of Eysenck's IVE Questionnaire (Appendix A) to determine the subjects' levels of risk-taking. Eysenck's IVE Questionnaire is a 54-item questionnaire with three subscales: Impulsiveness (19 items), Venturesomeness (16 items) and Empathy (19 items). We used only the items related to the Venturesomeness subscale of the questionnaire. In this study the Persian version of the Venturesomeness subscale of the

questionnaire went through all the steps of standardization. The subjects participated in a writing session with two writing tasks: a descriptive writing task as a prompt to measure their descriptive writing proficiency, and an expository writing task as a prompt to measure their expository writing proficiency.

### **Procedure**

We followed the following steps in order to prepare the Persian Venturesomeness subscale of Eysenck's IVE Questionnaire. These were the primary steps for the process of standardization of the questionnaire included in the study. First, three M.A. EFL students translated the English version of the Venturesomeness subscale of Eysenck's IVE Questionnaire into Persian. However, they replaced the yes/no response format by a 5-point Likert scale. One reason for changing the format of the questionnaire was due to fact that human psychological traits cannot be considered as black-and-white dichotomies of yes/no (Salimi, 2001). Then, they scrutinized the three translations in order to extract a reliable Persian version of the subscale. A Ph.D. EFL student back-translated the newly-developed Persian version into English. Then, we compared the two versions- English and Persian- in order to make them compatible.

After preparing the Persian version of the questionnaire, we went through the following steps. First, we administered the standardized TOEFL (1995) to 185 subjects - those from Lorestan University - in order to classify them in terms of their general language proficiency. Second, all the 403 subjects from the three universities filled out the Persian version of Venturesomeness subscale of Eysenck's IVE Questionnaire. Third, in one whole session all the subjects from Lorestan University (185 ones) wrote two different pieces of writing in 90 minutes (each in 45 minutes). In the first half of the session, they wrote a descriptive writing. As a matter of fact,

they described their own country using a map of Iran presented by the researchers as a prompt. In the second half of the session, they wrote an expository writing about the reasons of the increasing interests of people in learning English. The students wrote at least 150 words for each writing type. Fourth, based on the scores obtained from the TOEFL, we separated the students who were homogeneous in terms of their general language proficiency from the others. The results of One-Sample K-S test run to ensure the normality of distribution of the TOEFL scores of the 185 learners showed that the TOEFL scores were normally distributed. The cut-off points of homogeneity were one SD below the mean and one SD above the mean of the TOEFL scores. As a result, 131 subjects were remained. Fifth, we scored the subjects' texts using a holistic method of scoring in order to have an overall judgment of the subjects' writing proficiency. Some of the texts (39 ones) were scored by two raters in order to ensure the inter-rater reliability of scoring. The results of Pearson correlation showed that the correlation between the writing scores given by the two raters (0.79) was significant at the .01 level of significant meaning that there was a high consistency between the two sets of scores. Then we excluded the outliers - the scores above two SD's greater than the mean and those below two SD's lower than the mean. Consequently, the remainder (118 subjects) were almost homogeneous in terms of their general language proficiency as well as their writing proficiency. The subjects had an age range from 18 to 29. Moreover, 27.1% of the subjects were male and the rest (72.9%) were females. Sixth, based on the scores obtained from the questionnaire, we divided the 118 students into three subgroups: low, moderate, and high risk-takers. We considered the learners who were at the percentiles lower than 30 as low risk-takers (33 ones), those who were at the percentiles greater than 70 as high risk-takers (34 ones), and those being at the percentiles from 30 to 70 as moderate risk-takers (51 ones). Seventh, we analyzed the descriptive and

expository texts written by the students in terms of the following criteria: syntactic complexity by MLTU (Mean length of T-unit) method (Ortega, 2003), and grammatical accuracy by number of grammatical errors (Li, 2000; Polio, 1997). To make the lengths of the compositions equal, we analyzed only the first 150 words of the texts. Each student was given two scores: one for syntactic complexity and the other one for grammatical accuracy. Two raters scored some of the texts (39 ones). The results of Pearson correlations between the subjects' scores on measures of syntactic complexity (MLTU) and grammatical accuracy (number of errors) in the two writing tasks given by the two raters showed that all the correlations between the two set of scores on the same measures were significant at the .01 level of significance ensuring the inter-rater reliability of scoring. Finally, to standardize the Persian version of the Venturesomeness subscale of Eysenck's IVE Questionnaire as well as to investigate the research questions of the study, we analyzed the data obtained from the questionnaire and the texts using SPSS Software for Windows, Version 10.0.

### **Results**

Since the questionnaire used in the present study had been used in Iran for the first time, it was necessary to standardize it in order to see whether it could measure the risk-taking level of the subjects or not. For this purpose, we checked its two important criteria: reliability and validity. First, we tested the reliability of the questionnaire using Cronbach's alpha and Spearman-Brown's equal-length split-half reliability. Alpha reliability and split-half reliability were 0.83 and 0.85 respectively. Consequently, the reliabilities of the questionnaire obtained from the data were acceptable. Second, we used a factor analysis procedure in order to corroborate the factor structure of the questionnaire. For this purpose, we analyzed all the items of the Persian Venturesomeness subscale using principal axis factoring procedure. The



results showed that four factors with eigen-values greater than one accounted for 52.6% of the total variance. The results also showed that among these four factors only one factor was remarkable (Graph 1) so that it accounted for 27.3% of the total variance by itself. According to the related literature, an item in order to be included in a factor needs a factor loading figure greater than 0.25 and greater than its loading on any other factors (Salimi, 2001). Based on the information taken from the factor matrix procedure for principal axis factoring, thirteen out of the sixteen items of the Persian version of Venturesomeness subscale of Eysenck's IVE Questionnaire fulfilled the criterion. Only three of the items did not load on the first factor. However, there was not a significant difference between the factor loading figures of these three items on the first factor and their factor loadings on the other factors. Consequently, we concluded that the questionnaire was almost uni-factoral and that the one-factor structure was a reliable representation of the content of the questionnaire. Therefore, the Persian version Venturesomeness subscale of Eysenck's IVE Questionnaire used in the present study almost enjoyed desirable construct validity.

Before we tested the research questions of the study, it was necessary to present some descriptive statistics related to the independent and dependent variables of the study. The normality of distribution is one of the basic assumptions of the parametric statistical procedures such as ANOVA. The curves of all the graphs of risk-taking scores, mean length of T-unit and number of errors in descriptive and expository writing tasks for the total sample showed that the distributions were close to normal. We applied the non-parametric procedure of One-Sample Kolmogorov-Smirnov (K-S) test in order to ensure the normality of distributions. The results of One-Sample K-S tests showed all the  $p$  values were greater than .05 meaning that all the distributions were normal; consequently, the essential assumption of ANOVA was met.

The researchers ran four One-Way ANOVA procedures to investigate the research questions of the present study in order to see whether there was any relationship between risk-taking and the syntactic complexity and grammatical accuracy of the Iranian intermediate learners' descriptive and expository writing or not. The following is the full discussions related to testing all the research questions of the study.

The first null hypothesis based on the first research question of the study posed that there was not any relationship between risk-taking and the syntactic complexity of the Iranian intermediate EFL learners' descriptive writing. The means of the low, moderate and high risk-taking subgroups' mean length of T-unit (MLTU) scores as the criterion for measuring the syntactic complexity of their descriptive writing were 10.42, 10.86, and 10.59 respectively. In order to test the first hypothesis, we used a One-Way ANOVA to compare the means of the risk-taking subgroups to see whether the difference between the means was statistically significant or not. The results of ANOVA shown in Table 1 revealed that the difference between the means was not statistically significant,  $F = 0.30$  and  $p = .73$ . In other words, the null hypothesis that there was not any relationship between risk-taking and the syntactic complexity of the Iranian intermediate EFL learners' descriptive writing was accepted.

The second null hypothesis based on the second research question of the study stated that there was not any relationship between risk-taking and the grammatical accuracy of the Iranian intermediate EFL learners' descriptive writing. Number of errors was used as the criterion for measuring the grammatical accuracy. The means of the low, moderate and high risk-taking subgroups' number of errors were 8.72, 9.62, and 9.52 respectively. As the means show, the low risk-takers tended to make fewer errors in comparison to the high and moderate risk-takers. In order to see whether the observed difference between the means of the subgroups was statistically significant

or not, we used a One-Way ANOVA. The results of ANOVA shown in Table 1 revealed that the difference between the means was not statistically significant,  $F = 0.28$  and  $p = .75$ . Therefore, the second null hypothesis of the study was accepted. Consequently, we can say that there was not any relationship between risk-taking and the grammatical accuracy of the Iranian intermediate EFL learners' descriptive writing despite the fact that the difference between the means, particularly between the means of the low risk-takers and other risk-taking subgroups', was remarkable.

The third hypothesis based on the third research question of the study dealt with the relationship between risk-taking and the syntactic complexity of the subjects' expository writing. The null hypothesis stated that there was not any relationship between risk-taking and the syntactic complexity of the Iranian intermediate EFL learners' expository writing. The means of the low, moderate and high risk-taking subgroups' scores on the dependent variable of the hypothesis - mean length of T-unit - were 12.46, 12.91, and 12.81 respectively. As a matter of fact, the moderate and high risk-takers somehow tended to use more complicated T-units in their expository writing than the low risk-takers. Nevertheless, as it is shown in Table 1, the results of ANOVA rejected the existence of a statistically significant difference between the means of the subgroups,  $F = 0.22$  and  $p = .79$ . The null hypothesis that there was not any relationship between risk-taking and the MLTU scores in expository writing was accepted. Consequently, we can say that there was not any statistically significant difference between the three risk-taking subgroups as far as their MLTU scores in expository writing were concerned.

The fourth hypothesis based on the fourth research question of the study posed that there was not any relationship between risk-taking and the grammatical accuracy of the Iranian intermediate EFL learners' expository writing. The means of the low, moderate and high risk-taking subgroups'

number of errors in expository writing were 7.96, 8.94, and 8.20 respectively revealing that the low risk-takers made fewer errors in their expository writing than the moderate and high risk-takers. But the results of the One-Way ANOVA run for investigating the fourth null hypothesis shown in Table 1 rejected the existence of a statistically significant difference between the means,  $F = 0.47$  and  $p = .62$ . Consequently, the fourth null hypothesis was accepted indicating that the difference between the means of the risk-taking subgroups' number of errors in expository writing could not be attributed to their risk-taking level.

### 3. Discussions

As we discussed in the previous section of this article, all the four null hypotheses of the study were accepted. It means that there was no relationship between the risk-taking level and the syntactic complexity and grammatical accuracy of the subjects in descriptive and expository writing. But careful analysis and comparison of the results obtained from the two writing tasks written by the learners appeared some interesting results that, to some extent, confirmed the theoretical discussions presented in the first part of this article. There we discussed that due to the complexity of information processing in second and foreign language writing, second and foreign learners particularly those with elementary and intermediate language proficiency pay attention to one of the aspects of complexity or accuracy at the expense of the other aspect (Li, 2000). The results of this study are, to some extent, in accord with the discussions presented in the first part of the article although the statistical procedures used in this study showed that the differences were not statistically significant. The comparison of the means of the subjects' number of errors in both writing tasks showed that making errors followed the same pattern. In other words, in both writing tasks the low risk-takers tended to make fewer errors than the

moderate and high risk-takers. The subgroups' means of number of errors in descriptive writing were lower than their means in expository writing. This may seem strange because in the first part of this article we discussed that descriptive writing tasks are less cognitively demanding than expository ones (Scott, 1996). We can attribute it to the fact that the topic chosen for the expository writing task was more familiar to the subjects than the one chosen for the descriptive task. All in all, in this study the low risk-takers tended to be more accurate than the moderate and high risk-takers. Moreover, the comparison of the means of the risk-taking subgroups' MLTU scores revealed that the subjects followed the same pattern in both writing tasks. As a matter of fact, the moderate and high risk-taking subgroups tended to use more complicated T-units than the low risk-taking subgroup. The discussions presented above about the tendency of the low risk-takers to be more accurate and less complex, and also the tendency of the moderate and high risk-takers to be less accurate and more complex, to some extent, confirm the idea that there is a trade-off situation in second and foreign language writing in which one of the aspects of accuracy or complexity is sacrificed for the other one. Further analysis of the data showed that the moderate risk-taking subgroup used the most complicated T-units in both writing tasks in comparison to other risk-taking subgroups. They also made fewer errors in both writing tasks than those with high level of risk-taking.

Beebe (1983, as cited in Seliger, 1983) proposes that a compromise position is needed between the new view to language learning that the ultimate purpose of language learning is communication not merely producing grammatical structures and the traditional view to language learning that accuracy is important to high academic standards. Considering Beebe's suggestion as a logical way to prevent total sacrificing of one of the aspects of complexity for the sake of communicating at the expense of making errors, or accuracy for the sake of keeping high academic standards

at the expense of being less complex, moderate level of risk-taking may be the optimal level of risk-taking in academic situations. The findings of this study are somehow in accord with what Kogan (1971, as cited in Jonassen & Grabowski, 1993) states that "moderate risk-taking ...has been associated with increased performance, perceived competence, self-knowledge, pride and satisfaction" (Jonassen & Grabowski, 1993: 403). They also tend to accord with Jonassen and Grabowski's (1993) statement that "much documentation exists that encourages moderate risk-taking for the empowerment and creative development of the students especially in academic setting" (Jonassen & Grabowski, 1993: 408). To some up, the results of this study showed that the differences between the means of the risk-taking subgroups' scores on the measures of syntactic complexity and grammatical accuracy in both writing tasks were not statistically significant. However, the low risk-takers tended to write more accurately than the moderate and high risk-takers and the moderate and high risk-takers tended to write more complicated T-units than those with low level of risk-taking.

The results of this study somehow showed that risk-taking as a personality factor may affect second and foreign language learners' performance. The results of other studies on risk-taking some of which were reported in this article also showed that the role of risk-taking in language learning should not be ignored completely. The issue of risk-taking may be related to virtually every aspect of language learning. An important issue that should be taken into consideration is the fact that "risk-taking, although partially a personality variable, depends primarily upon the situation" (Beebe, 1983, as cited in Seliger, 1983: 58). Considering this fact in language learning, language teachers may encourage an optimal level of risk-taking by controlling the classroom environment. One area in which risk-taking may have implications is the realm of testing. The results of the present study and similar studies show that risk-taking and accuracy may be

negatively correlated, that is to say there may be a trade-off situation. The ultimate purpose of language learning is communicating meanings. Therefore, if teachers want their students to attempt difficult structures, to produce written or spoken language, and to produce new information when communicating, they should expect that accuracy level may go down. As a matter of fact, they should consider the fact that in these situations errors may occur inevitably. Therefore, the way they treat errors is important because it may encourage the language learners to take risks, or conversely, it may suppress their risk-taking; however, it seems that a compromise position is needed. As far as teaching second and foreign language writing is concerned, as Chimbanga (2000) believes, the communicative approach to teaching second and foreign language writing which emphasizes fluency more than accuracy and the creation of a text over form is recommended, particularly at elementary and intermediate levels when students need to be encouraged to risk making errors in communicating their ideas. It can help them to build "inner criteria", in Chimbanga's (2000) words, about the appropriateness of their language forms.

The study of risk-taking may also be related to the study of feedback. The way a teacher gives feedback to his or her students is a factor that may affect risk-taking. It is believed that high informational feedback rather than low informational feedback is expected to elicit greater risk-taking. In addition, feedback with high future value, that is feedback on tasks that are to be reencountered, will elicit higher risk-taking than feedback with low future value (Clifford & Chou, 1991).

But how can a teacher encourage his or her students to take risks? The answer is simply by controlling the classroom environment. Teachers can tap their students' interests in order to encourage them to take more risks. For instance, in writing, teachers can provide their students with different topics and ask them to write about the topics in which they are interested most. The

students, in this case, may take risks at least for satisfying their interests. The context in which a risk-taking activity is presented is another factor that may increase risk-taking. An emphasis on learning goals in contrast to performance goals will promote academic risk-taking (Elliott & Dweck, 1988, as cited in Clifford & Chou, 1991). Clifford and Chou (1991) emphasize the importance of academic games and practice activities in contrast to formal situations in handling risk-taking. According to them, "a highly-constraint situation such as that typically exemplified by an imposed test of one's academic ability should result in minimal risk-taking, low task interest, and little initiated learning on the part of students" (Clifford & Chou, 1991: 501). They believe that "academic games and practice activities, on the other hand, should yield more positive effects" (Ibid).

Little research has been carried out on the notion of risk-taking and its influence on EFL learners' language ability; therefore, there are several areas of potential research. In the present study, we investigated the relationship between risk-taking and the language learners' ability in L2 writing. Other studies can investigate the relationship between risk-taking and other language skills such as listening, reading comprehension, and particularly speaking, and also language components like grammar and pronunciation. Moreover, the researchers did not investigate the interaction of age, gender and risk-taking in the present study due to a paucity of vast age range and fewer males in comparison to females. It is another potential research area particularly in language institutes where the age range is vast. In addition, the relationship between risk-taking and the lexical density and lexical diversity in writing or speaking can be another potential research area.

#### **4. Conclusion**

A brief look at the analysis of the data shows that none of the four hypotheses of the study have been supported. Therefore, no significant



relationship is revealed between the level of students' risk-taking, on the one hand, and their grammatical accuracy and syntactic complexity in descriptive and expository writing, on the other. Moreover, the tendency of the low risk-takers in using less complex structures and also their fewer number of grammatically inaccurate structures, in comparison to the moderate and high risk-takers, confirms the idea that in second and foreign language writing, there is a trade-off situation between the two aspects of grammatical accuracy and syntactic complexity, in which one of the two is almost always sacrificed for the other. This trade-off situation has led us to decide upon a middle ground between the two extremes of sacrificing complexity for accuracy or vice versa, and also to choose the moderate level of risk-taking as the most optimal level. This idea also comes to be in accord with some scholars' opinions; Kogan 1971, Jonassen & Grabowski 1993, etc.

In the end we have come to the conclusion that risk-taking as a personality factor, can influence second and foreign language learners' performance and its role should not be totally ignored. However, as already mentioned, what needs to be taken into consideration is the fact that although risk-taking is a personality factor, it is primarily dependant upon the situation. Therefore language teachers can encourage an optimal level of risk-taking by controlling the classroom environment. The feedback given to the students can also be argued as a means for controlling the class environment. It is believed that high informational feedback is expected to elicit greater risk-taking than low informational feedback. Moreover, feedback with high future value, which refers to feedback on tasks that are to be reencountered, will elicit greater risk-taking than feedback with low future value.

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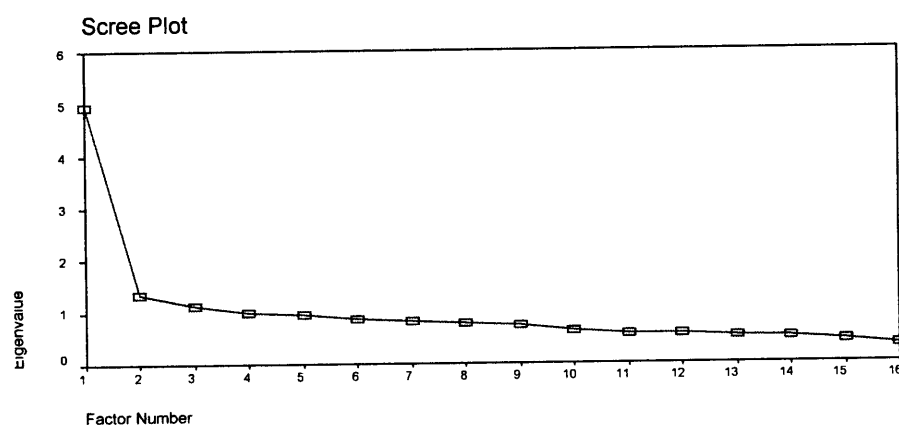
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**Table 1:** Results of ANOVA for Risk-Taking and the Dependent Variables of the Study

Dependent Variable	<i>F</i>	<i>p</i>
MLTU (Descriptive Writing)	0.308	0.735
Number of Errors (Descriptive Writing)	0.284	0.753
MLTU (Expository Writing)	0.229	0.796
Number of Errors (Expository Writing)	0.472	0.625

**Graph 1:** Scree Plot for Principal Axis Factoring (PAF)

## Appendix A

## Persian Version of Venturesomeness Subscale of Eysenck's IVE Questionnaire

- ۱- از اسکی روی آب لذت می‌برم.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۲- (در موقع خرید) به جای اینکه مارک‌های جدید را به امید یافتن جنسی بهتر امتحان کنم ترجیح می‌دهم مارکهایی را انتخاب کنم که می‌دانم قابل اعتمادند.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۳- از خطر پذیری لذت می‌برم.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۴- از پرش با چتر نجات (چتر بازی) لذت می‌برم.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۵- فکر می‌کنم پیاده طی کردن مسافتهای طولانی و جلوی اتومبیل‌های در حال عبور را گرفتن برای مجانی سواری شدن راه خیلی خطرناکی برای مسافرت است.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۶- شیرجه زدن در استخر از روی تخته بلند شیرجه را دوست دارم.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۷- از تجربیات واحساسات جدید و هیجان‌انگیز استقبال می‌کنم حتی اگر تا حدودی ترسناک و غیر متعارف باشند.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۸- دوست دارم چگونگی پرواز با هواپیما را یاد بگیرم.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۹- درک افرادی که جان خود را بخاطر کوهنوردی به خطر می‌اندازند برایم مشکل است.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۱۰- انجام کارهایی را که تا حدودی ترسناک هستند دوست دارم.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۱۱- ترجیح می‌دهم تدریجاً وارد آب سرد دریا شوم تا اینکه یکباره درون آن بپریم یا درون آن شیرجه بزنم.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۱۲- از هیجان اسکی بازی با سرعت خیلی زیاد در شیب یک کوه بلند لذت می‌برم.  
 همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت

- ۱۳ - غواصی کردن را دوست دارم.
- همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۱۴ - از سریع رانندگی کردن لذت می‌برم.
- همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۱۵ - غارنوردی را دوست دارم.
- همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت
- ۱۶ - از شغلی که تا حدودی با خطر همراه است دوری می‌جویم.
- همیشه  بیشتر اوقات  گاهی  به ندرت  هیچ وقت