The Relationship between Learners' Personality Traits and Reading Comprehension Strategies

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individuals' personality traits, thoughts, feelings, and perceptions are significant factors in applying reading strategies. This paper by focusing on three dimensions of personality (extraversion, neuroticism and psychoticism) sought to determine whether there is a relationship between Iranian EFL learners' personality traits and reading comprehension strategies or not. To achieve this aim, PET test was firstly administered among sixty Iranian EFL learners majoring English language teaching to make sure they are homogenous. At the end of PET test, 40 (Male=16, Female=24) learners were chosen as sample for the next steps. The EPQ-R questionnaire was utilized to collect data for assessing learners' personality traits, then Metacognitive Awareness Reading Strategies Inventory (revised version) questionnaire was distributed for gathering intended data on reading comprehension strategies. To analyze study data, Pearson correlations and stepwise multiple regressions were used. The results demonstrated that extroversion and psychoticism as personality traits negatively correlates with reading strategies' scores, and there was no relationship between neuroticism as a personality traits and reading strategies. Overall, the result of the study can be helpful for EFL teachers to recognize learners' personality traits and teach all reading strategies to improve their reading comprehension.