

Learning styles, personality types and reading comprehension performance.

Abstract

This study aims at reviewing the relationship between learning styles, personality and reading comprehension performance. In the last two decades, ample studies have been done to examine the relationship between learning styles, learner's personality and performance in academic settings. The reviewed studies substantiate that there is a relationship between personality types and/or traits of the learners, the way they establish their learning styles and their academic success in school and university both at an undergraduate and postgraduate level. Therefore, learners depending on the type of their personality resort to different learning styles or preferences which-in turn- affect their learning performance. However, there are no studies – either theoretical or empirical – examining exclusively the role of personality and learning styles on reading comprehension performance. Moreover, the findings with regard to the bulk of research on the relationship between personality and success in reading comprehension- are not that congruent. Accordingly - due to the scarcity of the research on showing the relationship between personality, learning styles and achievement in reading comprehension, and also incongruity of the research results on personality and reading comprehension performance - the current study proposes that further research on the above areas would be of the great need.

Keyword: Learning styles and strategies; Personality traits/types; Reading comprehension.