

Personality Traits and the Metacognitive Listening Skills of English as a Foreign Language in Pakistan

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The present study examined the significance of personality traits in the metacognitive listening skills of English as a foreign language. The Metacognitive Awareness Listening Questionnaire and the NEO Five-Factor Inventory were used to measure listening skills and personality traits respectively. Ninety-eight adult students enrolled in the functional courses of English language in public and private language institutions were employed in the pilot study for exploring the suitability of the instruments. The main study was carried out with 314 English language students. Statistical analysis involved Pearson correlations and multiple regression. Results suggest that personality dispositions have significant impact on metacognitive listening skills. Openness and Conscientiousness emerged as highly significant personality correlates of metacognitive listening skills and accounted for 20 % variance in metacognitive listening skills. Additionally the influence of the metacognitive skills on actual achievement in English language was also explored. Metacognitive listening skills explained 5 % variance in academic achievement in English language. Pedagogical implications of the individual differences and perceived listening skills have been discussed.

Keywords: personality traits, listening skills, foreign/second language, metacognition